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# The administrative development of graduate education at the University of Omaha, 1909-1968

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*University of Nebraska at Omaha*

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THE ADMINISTRATIVE DEVELOPMENT OF GRADUATE EDUCATION  
AT THE UNIVERSITY OF OMAHA, 1909-1968

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A Thesis  
Presented to  
the Department of Education  
and the  
Faculty of the Graduate College  
University of Nebraska at Omaha

---

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts

---

by  
Martha Stuart Helligso

June 1971

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Accepted for the faculty of The Graduate College of the University of Nebraska at Omaha, in partial fulfillment of the requirements for the degree Master of Arts.

Graduate Committee

Name

Department

Harl A. Dalstrom History

Joseph G. Dunn 7. Ed.

George R. Packard Ed. Admin.  
Chairman



## PREFACE

In October, 1962, the author became the Secretary in the Graduate College, a position retained until July 1, 1970, when she became Administrative Assistant in the Graduate College. Her close association with the administration of graduate education inspired the undertaking of this study.

Sincere appreciation is given to George R. Rachford, Harl Dalstrom, Elton S. Carter and other Faculty and administrative personnel whose full-hearted cooperation and support have been so graciously extended.

Acknowledgment must also be made to those people in the President's Office, Registrar's Office and the Audio Visual Department who have been very helpful.

And lastly, thanks to the author's family who have been very patient during the time this study was in progress.

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## Chapter 1

### INTRODUCTION

Graduate education in the United States is now only about eighty-five years old and it is still in process of development. Since the establishment of graduate work at Johns Hopkins in 1876 the Graduate school has lived through a number of phases in responding to a variety of educational and social pressures; it has become the major home of research and scholarship, and the training thereof; it has incorporated both foreign and domestic features in its organization and programs; it has affected and been affected by the undergraduate program; it has moved and sometimes been torn between scholarly and professional emphasis; it has grown from a few disciplines in a few institutions to many in many; and it has always exercised its own influence at a pivotal point in the system of higher education.

Today, more than ever before, emphasis is being placed on graduate education; and all indications point to a continuous growth. Graduate education at the University of Nebraska at Omaha is no exception. It has grown from a seedling of six students who enrolled in literature and philosophy courses for graduate credit in 1909 to its present status of more than twelve hundred graduate students enrolled in approximately two hundred seventy-five graduate courses offered in twenty-three departments. This is a historical study of the development of the Graduate College through the period when it was the University of Omaha from 1909 to June 30, 1968 when the University of Omaha merged with the University of Nebraska.

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<sup>1</sup>Bernard Berelson, Graduate Education in the U.S., The Carnegie Series in American Education, (New York: McGraw-Hill Book Company, Inc., 1960), p. 1.

## I. PURPOSE OF THE STUDY

Statement of the purpose. Because of the growth of the Graduate College and the merger of the Municipal University of Omaha with the University of Nebraska on July 1, 1968, with all of the implications and complications involved, it seemed desirable to have the early development of graduate education at this institution assembled in one writing for historical purposes, for quick reference, and for potential help in policy-making decisions. The purpose of this study is to provide a formal, historical background of graduate education at the University of Omaha, to investigate the development of rules and regulations of graduate education, and to record and tabulate by departments the graduate degrees earned prior to the merger. In order to form a background for the body of this study, a brief historical sketch of the University of Omaha is included.

## II. HISTORICAL BACKGROUND OF THE UNIVERSITY OF OMAHA

In 1951, Lillian Henderson Campen wrote a thesis about the early history of the University of Omaha.<sup>2</sup> In it, she related how, originally, the University of Omaha grew out of the Bellevue College and the Omaha Presbyterian Theological Seminary. Bellevue College, located in Bellevue, Nebraska, was founded by the Presbyterian Synod in 1880. In 1891, the name of Bellevue College was officially changed to the University of Omaha because the administrators at that time believed this action would bring financial aid to the institution. It was

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<sup>2</sup>Lillian H. Campen, "The Early History of the University of Omaha," (unpublished Master's thesis, Gene Eppley Library, University of Nebraska at Omaha, 1951), pp. 1-9.



intended that Omaha would be the location of the technical and professional schools of the College while Bellevue would be the location of arts and sciences divisions.

From 1891 until 1908, Bellevue College was known as the University of Omaha; in 1908, the action of 1891 was declared void. There had not been a quorum of the Board of Trustees present at the meeting when the change of the name was voted on in 1891; and, in 1908, the name of Bellevue College was restored.

During the period from 1891 to 1908 when Bellevue College was called the University of Omaha, several attempts were made to move the college from Bellevue to Omaha, but none of them succeeded. In August, 1908, a group of civic-minded persons led by Daniel E. Jenkins formed a new corporation known as the University of Omaha which was to be located in Omaha. Many of the men who were connected with the Presbyterian Theological Seminary and Bellevue College were also very much interested in developing the new University of Omaha. Dr. Jenkins was one of them. He was a professor of systematic theology and apologetics at the Omaha Presbyterian Theological Seminary and he became the first President of the University of Omaha.

The University of Omaha was founded as a private institution on September 4, 1908, and it maintained the status of a private organization until May 6, 1930, when the qualified electors of the City of Omaha voted to establish and maintain the institution as the Municipal University of Omaha.<sup>3</sup>

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<sup>3</sup>"Minutes of the Executive Committee, November 6, 1918 to January 16, 1931," (Business Office, University of Nebraska at Omaha), January 16, 1931.

On July 1, 1968, the Municipal University of Omaha became part of the University of Nebraska System which also includes the University of Nebraska located in Lincoln and the University of Nebraska Medical Center located in Omaha.

### III. REVIEW OF THE LITERATURE

Allan Cartter stated that "graduate education, which was once considered an expensive luxury by many university administrations and boards of control, is today the heart of the institutions that have achieved full university status."<sup>4</sup> In 1965, Everett Walters said:

Graduate education has now received clear-cut recognition of its importance as a national resource . . . . Few people would deny the need for an expansion of graduate educational facilities.<sup>5</sup>

In 1961, Oliver C. Carmichael wrote that graduate education was on the eve of its greatest expansion. He stated that "the graduate school is the most strategic segment of higher education and its effectiveness is of great concern to the entire educational system."<sup>6</sup>

In recent times, the rapid growth in graduate enrollments and degree production in the institutions throughout the country and the size of the expenditures for graduate education since World War II have caused concern to the American Council on Education as well as other organizations and serious-thinking individuals. Recently the Council sponsored two surveys in order to assess the relative strengths and

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<sup>4</sup>Allan Cartter, "The Decade Ahead: Trends and Problems," Graduate Education Today, Everett Walters, editor (Washington, D. C.: American Council on Education, 1965), p. 224.

<sup>5</sup>Ibid., p. v.

<sup>6</sup>Oliver C. Carmichael, Graduate Education: A Critique and a Program (New York: Harper and Brothers, 1961), p. 143.

weaknesses of graduate programs. In 1966, Allan M. Cartter conducted a<sup>5</sup> survey in which one hundred and six institutions were asked to assess the quality of their graduate education in twenty-nine disciplines.<sup>7</sup> In 1969, a similar survey was conducted by Kenneth D. Roose and Charles J. Andersen.<sup>8</sup> Both of these surveys were concerned about the quality of graduate education and the growing supply of doctoral degrees which it is thought will eventually cause a surplus over demand.

These authors are among many who have pointed out the importance of and concern for graduate education. They realize its importance; they realize, too, that administrators of graduate education have had to face many problems. Carmichael has written:

No other phase of higher education has been subject to the critical scrutiny that graduate schools have undergone in the past few years . . . . Despite all the studies, reports, discussions, debates, and criticisms, little progress has been made toward the solution of the problems which, by unanimous agreement, are recognized as serious stumbling blocks affecting adversely all phases of education . . . . The present organization and practices may have been reasonably satisfactory when graduate enrollments were small, but now . . . are they adequate?

Books written by these man and others such as Bernard Berelson<sup>10</sup> and Marcia Edwards<sup>11</sup> provided background information on the national level; two theses concerning the University of Omaha provided background

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<sup>7</sup>Allan M. Cartter, An Assessment of Quality in Graduate Education, (Washington: American Council on Education, 1966).

<sup>8</sup>Kenneth D. Roose and Charles J. Andersen, A Rating of Graduate Programs, (Washington: American Council on Education, 1970).

<sup>9</sup>Oliver C. Carmichael, *Ibid.*, pp. 3-5.

<sup>10</sup>Berelson, *op. cit.*

<sup>11</sup>Marcia Edwards, Studies in American Graduate Education (Boston: D. P. Updike, the Merrymount Press, 1944).

information on the local level. Following Lillian Campen's 1951 thesis<sup>6</sup> on the early history of the University of Omaha, Yvonne Harsh, in 1964, wrote a follow-up study of students who had earned Master's degrees from the institution.<sup>12</sup>

The data and materials for this study were gleaned from the official records of the University of Omaha, the Municipal University of Omaha and the University of Nebraska at Omaha such as the Minutes of the University Faculty, the Minutes of the Graduate Faculty, the Minutes of the Board of Regents, College Bulletins, Commencement programs and statistical reports from various offices in the institution.

Various persons connected in some way with graduate education at the University of Omaha were interviewed in order to record and utilize their impressions concerning the Graduate College and its administrative history.

#### IV. ORGANIZATION OF THE THESIS

The eight chapters of this report have been organized chronologically to coincide with the terms in office of the various administrative heads of graduate education from 1909 to June 30, 1968. Chapter II, "Post-Graduate Work, 1909-1931," deals with graduate education from 1909 to 1931--a period of little graduate-education activity because the University itself was in its infancy. Chapter III, "Graduate Work, 1932-1941," coincides with the term of Edgar A. Holt as head of graduate work. Chapter IV, "Graduate Division, 1942-1953," deals with Everett M. Hosman's activities as they affected graduate education and the developments

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<sup>12</sup>Yvonne Harsh, "A Follow-up Study of Graduate Students in Education," (unpublished Master's thesis, Gene Eppley Library, University of Nebraska at Omaha, 1965).

that took place during this period. Chapter V, "Graduate Division, 1954-1960," covers the leadership activities of three men: Roy M. Robbins, John E. Horner and Donald G. Emery and the status of graduate education at the time. Chapter VI, "College of Graduate Studies, 1960-1966," concerns the development when George R. Rachford was Dean, and Chapter VII, "The Graduate College, 1966-1968," deals with the Graduate College development under Elton S. Carter from 1966 to the time of the merger on July 1, 1968. Chapter VIII, "Summary and Conclusion," summarizes education at the graduate level from 1909 to the time of the merger. Chapter VIII is followed by the Bibliography and Appendixes.



Illustration 1

REDICK HALL

Classrooms and administrative offices of the University of Omaha were located in Redick Hall, 24th and Pratt Streets, Omaha, from October, 1908 to January, 1919.

## Chapter 2

### POST-GRADUATE WORK 1909-1931

It was moved that we form a corporation to be known as the University of Omaha and that a committee of three be appointed on Articles of Incorporation and present same for signatures of Incorporation. Motion was seconded and carried.<sup>1</sup>

So read the Trustees' Minutes of September 4, 1908, and the University of Omaha was founded. In September, 1909, the Trustees' Minutes stated:

As the Board has already, through a previous informal report and otherwise, been made aware, the educational work of the University was inaugurated on September 14, 1909, in the old Redick home which has been fitted for its present use and has come to be known as Redick Hall.<sup>2</sup>

Twenty-nine students were enrolled in regular and special undergraduate work during that first year.

#### Developments and Policies

In the Trustees' Minutes (not dated, but between October 5, 1909, and June 8, 1910), it was found that Acting President Jenkins reported six "young gentlemen" had applied for the "M.A. degree in course," and that the faculty had outlined courses of reading and study in literature and philosophy. He requested that the Board of Trustees approve "this step taken in the direction of building up a post-graduate

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<sup>1</sup>"Trustees' Minutes 1908-1931," (Registrar's Office, University of Nebraska at Omaha).

<sup>2</sup>Ibid.

school of the University."<sup>3</sup> (During this period, "post-graduate" referred to work taken beyond the Bachelor's degree; now, it generally means work taken beyond the Doctorate degree.) In the Trustees' Minutes, June 8, 1910, it "was moved that the recommendations made by the acting President in his report relative to the building up of a post-graduate school of the University be approved. Motion was seconded and on vote carried."<sup>4</sup>

From these early motions, it was evident that graduate work at the University of Omaha was considered almost from the time the University was founded in 1908.

In the Minutes of the Faculty of September 20, 1928, and again of November 1, 1928, mention was made that the "Post-graduate Committee had no report."<sup>5</sup> This would indicate that a committee on graduate education existed, but a search through the Minutes of the Faculty, 1909-1928; the Trustees' Minutes, 1908-1931; and the University Bulletins of this period failed to uncover information about the policies and regulations of graduate work which went into the formulation of the degree programs for the eight students who earned the Master of Arts degree at the University of Omaha before 1932. It may be assumed that the nature of graduate work at the University of Omaha during this period was similar to graduate work in Europe where students read and studied independently, under the tutelage of a faculty member until the faculty member considered the student ready for the degree. The following statement is relevant:

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<sup>3</sup>Ibid.

<sup>4</sup>Ibid.

<sup>5</sup>"Minutes of the Faculty, 1909-1928," (Registrar's Office, University of Omaha).



When one begins to pursue the historical developments of the organization of graduate education, one feels he is chasing shadows. Little thought was given to organization during the initial stages of its history primarily because, in adopting the German concept of graduate education, the entire notion was embodied in the spirit of independent study, scholarly research, and the freedom of individual faculty members to pursue their own interests and to be judged only by their peers.<sup>6</sup>

Graduate work at the University of Omaha before 1932 was discussed in an interview with T. Earl Sullenger on March 2, 1970. Dr. Sullenger came to the University of Omaha in 1923 to organize a Department of Sociology. He had this comment about the graduate programs of this period:

For the most part the programs were made up of special courses in order to fill out the proper number of hours, and we did that by conference with faculty committees and getting approval from the Board of Regents before we offered the courses. It was a sort of make-shift.

The students who earned the Master of Arts degree during the 1909-1931 period are listed below according to the year in which the degree was awarded.<sup>8</sup> Their biographical sketches have been included in the Appendixes.

1919  
Captain John Wesley Beard  
Mary Putnam Denney

1923  
Norman Nygaard

1922  
Frankie B. Walter  
J. George Dorn

1927  
William Kochheim  
John Henry Steger

1931  
C. Evans White

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<sup>6</sup>Charles M. Griggs, Graduate Education, (New York: The Center for Applied Research in Education, Inc., 1965), p. 22.

<sup>7</sup>Taped Interview with T. Earl Sullenger, (Thesis Material Compendium), Gene Eppley Library, University of Nebraska at Omaha, "S."

<sup>8</sup>Commencement Programs, (Registrar's Office, University of Nebraska at Omaha).

Summary

Although the University was small and struggling and the graduate students few, the students had good qualifications attested by the fact that six of the eight students who earned the Master of Arts degree during the period prior to 1932 were ministers and the other two were teachers before they became graduate students. Two of the ministers, John W. Beard and Norman Nygaard, had received theology degrees from the Omaha Presbyterian Theological Seminary which was closely associated with the University of Omaha at that time. Two of the ministers, William Kochheim and John Henry Steger, were highly educated in Europe before furthering their American education by earning the Bachelor of Arts and the Master of Arts degrees at the University of Omaha. Probably the religious orientation of graduate students during this period was due to the fact that the University was closely associated with the Omaha Presbyterian Theological Seminary and also that many university students throughout the country were studying for the ministry at this particular period in the history of our country.

In 1919, the only honorary Master of Arts degree ever conferred by the University of Omaha was conferred upon Miss Kate McHugh for her outstanding contributions to education in Omaha and the State of Nebraska. Her biographical sketch is included in the Appendixes.

The 1909-1931 period was a period of graduate education in its infancy. The programs of students undertaking graduate work, according to Dr. Sullenger, were rather make-shift and designed on an individual basis because rules and regulations governing graduate education had not been established.

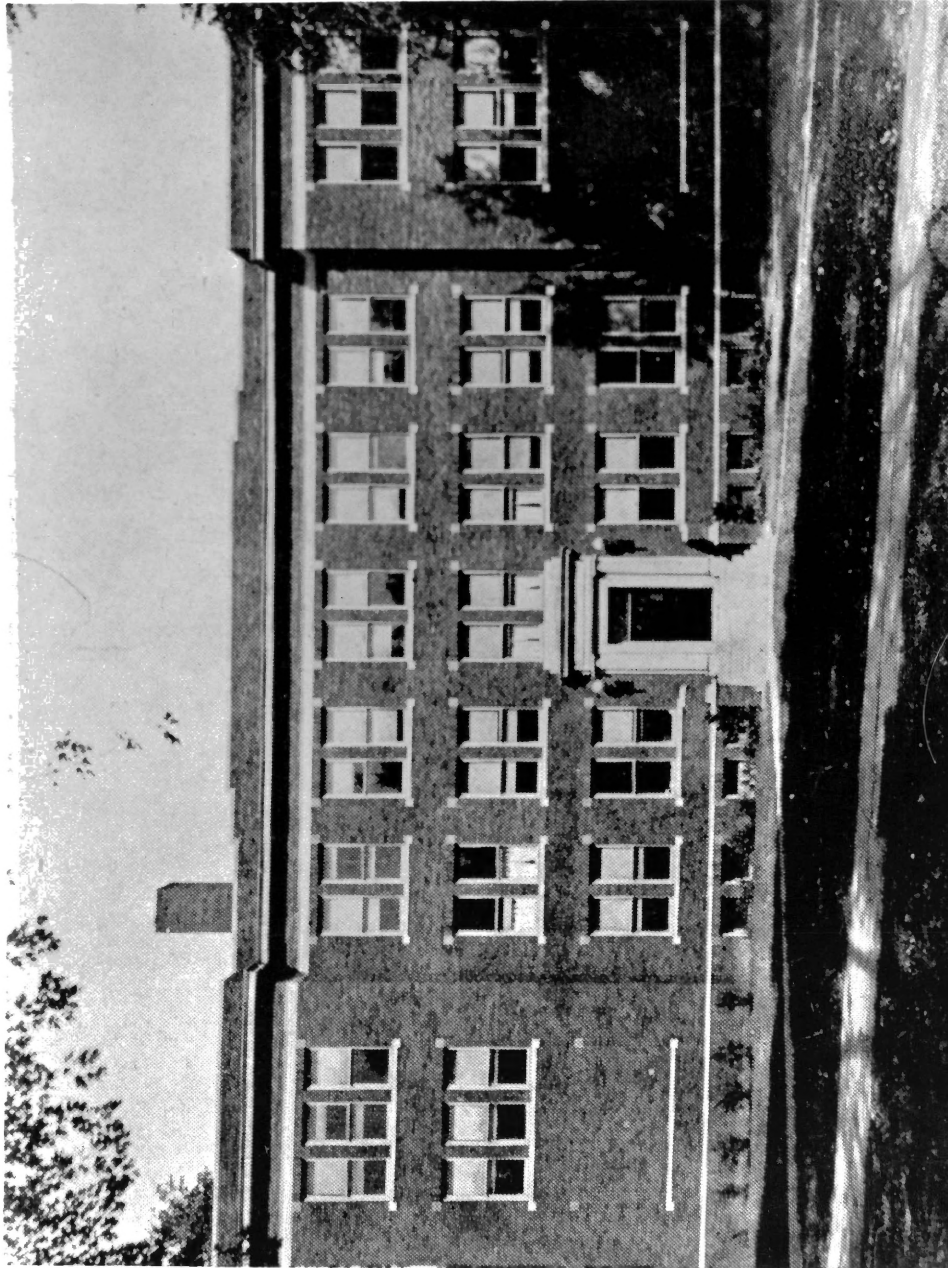


Illustration 2  
Joslyn Hall

Joslyn Hall, built at 24th and Pratt Streets in 1919, was the main building on the University of Omaha campus from 1919 to 1938. Classrooms and offices were located in it.

## Chapter 3

### GRADUATE WORK 1932-1942

On May 6, 1930, the citizens of Omaha voted to support the University of Omaha; consequently, the privately-owned institution, whose main campus was located on Twenty-fourth and Pratt Streets where Joslyn Hall was the main building, became property of the City of Omaha.<sup>1</sup> On April 25, 1933, shortly after the University became a municipal institution, a Graduate Committee was formed to give better organization to graduate education. Edgar A. Holt was made Chairman of the Graduate Committee which was composed of James Earl, mathematics; T. Earl Sullenger, sociology; L. N. Garlough, science; W. G. James, English; and Wilfred Payne, philosophy.<sup>2</sup>

#### Edgar A. Holt

Edgar A. Holt received a Bachelor of Arts degree from Lincoln Memorial University, Harrogate, Tennessee; a Master of Arts degree from the State University of Iowa; and a Doctor of Philosophy degree from Ohio State University. He came to the University of Omaha to become the Chairman of the Department of History and Government and, in 1932, he became the Dean of the College of Arts and Sciences as well. He served in this capacity until the summer of 1942 when he left the University for military duty. While he was on the faculty

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<sup>1</sup>"Minutes of the Executive Committee," op. cit.

<sup>2</sup>"Graduate Committee Meeting Minutes," April 25, 1933, (Graduate Office, University of Nebraska at Omaha).

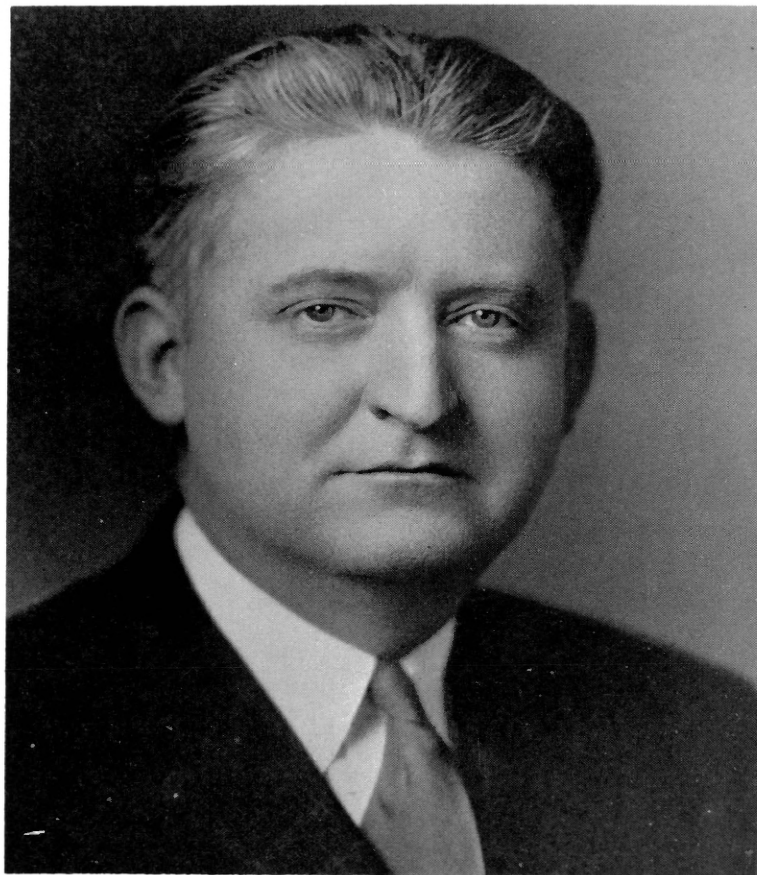


Illustration 3

Edgar A. Holt

at the University of Omaha, he also served as Chairman of the Graduate Committee from 1932 to 1942.

#### Developments and Policies

The Graduate Committee of this period formulated policies and technical requirements for the degree, some of which are in use today:

. . . Graduate credit, to the extent of six semester hours may be transferred from other approved institutions. Thirty

semester hours are required for graduation, of which the thesis may count as six hours. Two-thirds of the registered hours should be in the major, and one-third in the minor subject, which should be an allied field of learning. Graduate credit shall not be allowed for any course for which the grade is below "B." A thesis may be interpreted as an artistic production, the execution of a project, or an intensive investigation of a special topic.

. . . When the student has completed approximately one-half of the requirements for the M.A. degree he must satisfactorily pass a qualifying written examination on the major and minor fields. Final examinations shall be both written and oral. The final oral and written examinations will be held at least two weeks before the date on which the candidate expects to receive the degree. Approval by at least four out of five members of the examining committee is<sup>3</sup> necessary for recommendation for the degree Master of Arts.

It is interesting to note that as the years have gone by, the number of members on an examining committee for the Master of Arts degree became smaller, but never less than three, and it has become the policy for the entire committee to approve a thesis before the student is permitted to graduate.

James M. Earl, a member of the Graduate Committee when it was organized, recalled that

Dr. Sealock came to the University of Omaha as its President in 1931 and proceeded to reorganize the work. His reorganization of the undergraduate college was to set it up pretty much on the same basis as work at the University of Chicago. He wanted to do a certain amount of graduate work in selected fields and one of the main fields in which he wanted to proceed immediately was in the field of sociology under Dr. Sullenger. This was no surprise to me because I had known the sociology men at the University of Iowa and they had a very high opinion of the work of Dr. Sullenger. Other fields in which he thought that graduate work might be done was the field of psychology with Dr. Thompson the head of it; also he thought in terms of certain amounts of graduate work in the field of history under Dr. Holt and certain other men; in economics, under Dr. Stimpson who was brought to the University at that time. Dr. Sealock built up a very strong faculty in order to do these things.

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<sup>3</sup>"Graduate Committee Minutes, 1932, (Graduate College, University of Nebraska at Omaha).

The quality of the graduate work done at the University of Omaha in those early days was, in general, very high, although a number of people who were in graduate work were not the very best students that you might find. In fact, in the case of at least two, faculty members on their theses committees did not wish to sign the approval for the degrees, but it seems that in those days one person's disapproval was insufficient to keep a person from getting a degree--especially in cases such as these in which the other members on the committees thought that the candidates were o.k.<sup>4</sup>

By 1933, graduate education, for the first time, merited a section devoted to it in the general catalog of the University. The 1933-34 General Catalog stated:

#### Graduate Study

The University offers graduate courses in certain fields of learning for those graduates of accredited colleges who desire to do intensive work in a field of specialization. Graduate work is limited to those fields for which there are ample facilities in the way of library and laboratory materials and instructional staff. It is under the direction of a Graduate Committee. For further information consult the chairman of this committee.<sup>5</sup>

At the October 8, 1935, meeting of the Graduate Committee, it was recommended that President Roland Haynes, who became the President of the Municipal University of Omaha in 1935, be asked to approve the following departmental majors: education and educational psychology, English, history, mathematics, psychology, sociology, business administration; and the following minors: German, Spanish, government, botany, zoology, chemistry, economics, philosophy.<sup>6</sup>

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<sup>4</sup>Taped Interview with James Earl, April 27, 1970, (Thesis Material Compendium), op. cit., "S."

<sup>5</sup>General Catalog, 1933-34, (President's Office, University of Nebraska at Omaha), p. 10.

<sup>6</sup>"Graduate Committee Minutes," October 8, 1935, (Graduate Office, University of Nebraska at Omaha).

Although a record of President Haynes having approved these majors could not be found, several Master of Arts degrees were awarded during this period in the fields of education, English, history, psychology and sociology which would give a strong indication that he approved majors in these fields.<sup>7</sup>

It was not, however, a continuous up-hill growth for graduate education. On September 22, 1937, Edgar Holt, in his capacity as chairman of the Graduate Committee, sent a memo to department heads advising them that beginning with the September, 1937 semester, students would not be permitted to register as candidates for advanced degrees. Arrangements had been worked out with the University of Nebraska whereby its Graduate School would extend its services to Omaha. These courses were to be in the fields of sociology, psychology, educational psychology, school administration, and political science. Classes were to be held at Central High School. The memo also stated that the University would continue to offer graduate courses to those who had already begun graduate work.<sup>8</sup> Records could not be found to indicate why this action took place. Perhaps it was because the University of Nebraska could offer its courses in Omaha cheaper and with better qualified faculty members to teach them. The 1937-1939 period was during the depression years and money was not easily available to run the University let alone graduate courses which have generally been considered more expensive to offer.

And again, on May 26, 1938, the Graduate Committee recorded its

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<sup>7</sup>Master of Arts, Exhibit 2, Appendixes.

<sup>8</sup>"Graduate Committee Minutes," September 22, 1937, op. cit.



approval of the preliminary negotiations of Dean Holt with the State Superintendent of Schools expressing the University's intention not to initiate graduate study for new students during the 1938-1939 academic year, probably for the same reasons.<sup>9</sup>

In December, 1941, however, a sub-committee of Dean Holt's Committee on Graduate Study stated that a program of graduate work was an obligation to the community that the University of Omaha should discharge. It recommended that the graduate program be confined to those areas in which work of graduate quality might be done and recommended that the graduate program be entrusted to a graduate faculty which should be composed only of scholars who had achieved the Ph.D. degree, who held full membership in the learned societies of the area of their specialization, and who had made significant contributions to the learned literature of their field of scholarship.<sup>10</sup> This was the first time mention was made of a Graduate Faculty.

During this 1932-1941 period, James Harvey Kerns, the first black student to earn the Master of Arts degree from this institution was awarded the degree. He received the Master of Arts degree with a major in sociology in 1932. His biographical sketch is included in the Appendixes.

### Summary

There were thirty-eight Master of Arts degrees awarded between

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<sup>9</sup> Ibid., May 26, 1938.

<sup>10</sup> Ibid., December, 1941.

1932-1941. Eleven of the degrees were in sociology, eleven in education, six in English, five in psychology, four in history, and one in foreign languages. This breakdown by departments is shown in the Appendixes, Exhibit 2.<sup>11</sup>

Exhibit 6 in the Appendixes shows that an honorary Doctor of Letters degree was conferred upon Sarah H. Joslyn in 1937; she was a philanthropist who gave financial support to the University of Omaha. Joslyn Hall was named in memory of her husband.

During the 1932-1942 period, the Graduate Committee was organized and approved several rules concerning graduate education. This indicated that serious attempts were beginning to be made to improve the status and organization of graduate education.

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<sup>11</sup>The names of the students, their theses titles and the departments in which the degrees were earned have been compiled and are filed in the Thesis Material Compendium, op. cit., "M."



Illustration 4

The first building constructed on the present campus at 60th and Dodge Streets in Omaha as it appeared in 1940. It was built in 1939 and all of the academic and administrative activities were carried on in it. It was later named the Administration Building.

## Chapter 4

### GRADUATE DIVISION 1943-1953

The old campus on Twenty-fourth and Pratt Streets became inadequate for the growing Municipal University of Omaha; and by the 1938-1939 academic year, a beautiful new building on Sixtieth and Dodge Streets was ready for occupancy. It wasn't long after the move to the new location that Hobart Corning, Superintendent of the Omaha Public Schools, requested the University to offer graduate work as a service to the teachers of Omaha. In the spring of 1942, President Haynes asked Hobart Corning to designate a member of his staff to work with W. H. Thompson, Department of Psychology, University of Omaha, and Everett M. Hosman, Director of the School of Adult Education and Summer Sessions, to set up a graduate program. Donald Tope was appointed by Superintendent Corning. These three men, with Everett Hosman appointed Chairman by President Haynes, composed the Committee on Graduate Studies.<sup>1</sup> Everett Hosman was made Chairman because it was felt that most of the graduate students would be teachers attending classes at night or during the summer; and, under these circumstances, they would be enrolling in classes under his jurisdiction. The Committee on Graduate Studies was a new approach to graduate education, emphasizing close cooperation with the Omaha Public Schools and it replaced the former Committee which was composed of University faculty members from the liberal arts areas.

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<sup>1</sup>"Graduate Committee Minutes," April 28, 1942, (Graduate College, University of Omaha).

Everett M. Hosman

Everett Hosman came to the University of Omaha as Director of the Extension Division. From 1922 to 1932, he was the first full time executive secretary of the Nebraska State Teachers Association and editor and manager of the Nebraska Educational Journal which he founded. He received a Bachelor of Arts degree from Nebraska Wesleyan University; a



Illustration 5

Everett M. Hosman

Master of Arts degree from the University of Chicago; and the degree Doctor of Laws, honoris causa, was conferred upon him at the January, 1965, University of Omaha commencement exercises. He helped to organize the School of Adult Education at the University of Omaha in 1938 and when it became the first College of Adult Education in the United States, he became its Dean. He also was Chairman of the Committee on Graduate Studies from 1942 until he retired in 1953.<sup>2</sup> In 1949, President Bail authorized the terminology of "Graduate Division" in reference to graduate work and Everett Hosman managed this division of the University.

#### Developments and Policies

The Committee on Graduate Studies designated a limited number of courses to be given for graduate credit during the Summer Session of 1942 and provided the faculty of both colleges (the College of Arts and Sciences and the College of Applied Arts and Sciences) with an outline of the proposed procedure for Master of Arts work in a limited number of fields. United States involvement in World War II, which began on December 7, 1941, affected the graduate student enrollment during this period. Many of the students, especially the men, were involved in the war efforts; consequently, graduate student enrollment declined and the graduate program was limited.

During September, 1943 Fred Hill and R. N. Marrs of the Omaha Public Schools were appointed to serve on the Committee on Graduate Studies to replace Donald Tope. In checking through the University records and those of the Omaha Public Schools, no record could be found

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<sup>2</sup>"Commencement Program," Municipal University of Omaha, January, 1965, (Registrar's Office, University of Omaha).

for this change, but it is a fact that these two men received a salary of two hundred dollars each for serving on the Committee. This was the first time mention was made concerning monies paid to Omaha Public School personnel for services connected with graduate education at the University of Omaha. In the summer of 1944, Fred Hill and R. N. Marrs were paid one hundred and fifty dollars each for half-time counseling of graduate students and graduate instructors. They were given office space on campus to carry out their interviews.<sup>3</sup>

During 1943, the Graduate Students' Club was organized. The club held dinners and luncheons so that graduate students could meet each other and the faculty on informal terms.<sup>4</sup> The organization was active for a number of years before it disbanded in 1961.

The Master of Science in Education degree was approved in 1948.<sup>5</sup> The degree was designed for teachers and consisted of thirty hours of course work without a thesis. It was a popular degree from the beginning because teachers were encouraged by their employing school boards to continue their education. The Faculty of the Department of Education was enlarged during the 1948-1950 period because of the increased number of students enrolling for education courses, many of them graduate courses; and in 1950, the College of Education was established.<sup>6</sup> The new Master of Science degree in Education attracted a large number of students in

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<sup>3</sup>Ibid., 1943-44.

<sup>4</sup>Ibid.

<sup>5</sup>"Graduate Committee Minutes," 1947-1948 (Graduate Office, University of Omaha).

<sup>6</sup>University of Nebraska at Omaha 1970-1971 Catalog, (President's Office, University of Nebraska at Omaha), p. 27.

education and thereby played an important part in the creation of the College of Education.

The monthly report of President Milo Bail to the Board of Regents meeting held on January 20, 1949, included a change in the wording of "graduate work" as printed in the University catalog to "Graduate Division."<sup>7</sup> In 1951, the first Graduate Bulletin was published.<sup>8</sup>

The Graduate Committee abandoned the practice of requiring graduate students to submit a preliminary inventory statement in 1949. No record could be found to indicate when this practice started, but it had been an important part in evaluating graduate students. It was replaced by a fifteen-minute interview to determine a student's qualifications for the work he was attempting to do; however, the outline of the inventory statement was retained as a guide to interviewers.<sup>9</sup>

In October, 1949, Mr. Hosman conferred with President Bail on the advisability of establishing a Graduate Faculty, but the President did not feel that the University was ready for this step.<sup>10</sup> In March, 1971, President Bail stated that the reason for his decision then was that the University lacked the necessary resources: the proper number of qualified faculty members, certain library holdings and good laboratory facilities to support a strong graduate program.<sup>11</sup>

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<sup>7</sup>"Minutes of the Board of Regents," January 20, 1949, (President's Office, University of Nebraska at Omaha).

<sup>8</sup>Graduate College Bulletin, 1951, (President's Office, University of Nebraska at Omaha).

<sup>9</sup>"Graduate Committee Minutes, 1948-1949," (Graduate College, University of Nebraska at Omaha).

<sup>10</sup>Ibid., October 6, 1949.

<sup>11</sup>Telephone conversation with the author, March 21, 1971.



At the Graduate Committee meeting held on April 14, 1953, it was agreed that, beginning with the 1953 summer session, all candidates for Master's degrees in education would be required to take the Miller Analogies Tests. The motion states:

It was moved by Dean Thompson and seconded by Dr. Garlough, that it be the policy of the Graduate Committee hereafter: (effective Summer Session, 1953) to require of all candidates for the degree of Master of Arts or Master of Science degree in Education, that before embarking upon a program of studies leading to such said degree, each student will be required to take the Miller Analogies Tests. For the present, it shall be understood that this test must be taken before one proceeds on a program of courses leading to a degree and before program of course work for the degree will be approved. It is the intention, therefore, that this test shall be taken and the score reported to the Dean of the College of Education on, or before, the completion of nine hours of graduate work and before the student makes application for candidacy for the degree. It is furthermore the policy not to admit anyone to candidacy for these degrees who fall below the twentieth percentile which is <sup>12</sup>at the present time indicated by a raw score of 37 on the test.

The Miller Analogies Test was required of graduate students until October, 1955, when the requirement was abolished.<sup>13</sup>

In June, 1953, the following resolution was submitted by Dean W. H. Thompson of the College of Arts and Sciences:

It is the sense of this committee that we state in the minutes our greetings and good wishes to our chairman, Mr. Everett M. Hosman, who is retiring at the end of this college year . . . . The sensational growth of graduate work in terms of numbers and the continuing quality of graduate production is a testimony of his wisdom and skill in developing and leading this important endeavor in this university.

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<sup>12</sup>"Graduate Committee Minutes, 1952-1953," April 14, 1953, (Graduate College, University of Nebraska at Omaha).

<sup>13</sup>"Graduate Council Minutes, 1955-1956," October, 1955, (Graduate College, University of Nebraska at Omaha).

The committee wishes to express gratitude for his patience and continuing zeal through the many episodes in the history of graduate work during his service as chairman . . . .<sup>14</sup>

In this 1942-1953 period, the Committee on Graduate Studies expanded from the three original members to nine members. The enlargement was necessary because of the growth of graduate enrollment and the responsibilities accompanying this growth. The committee included F. H. Gorman who became a member in September, 1948, and Ralph Wardle who joined in September, 1950. Both of these men continued serving on the Committee of Graduate Studies, then on the Graduate Council until the Graduate Council disbanded in 1966.

#### Summary

Exhibit 1 in the Appendixes shows that enrollment of graduate students had increased to one hundred eighty-one by September, 1953. Exhibit 2 shows that there were ninety Master of Arts degrees awarded during the period covered by this chapter. Thirty-six degrees were in the field of education, twenty-five in psychology, fourteen in sociology, eight in English, six in history, and one in government.<sup>15</sup>

Exhibit 3 shows that there were two hundred Master of Science degrees representing eight departments in education awarded during this period.<sup>16</sup> The majority of these degrees had majors designated as "education," but fifty-eight of them had majors in "public school administration" while three had majors in "nursing education."

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<sup>14</sup>Ibid., June 25, 1953

<sup>15</sup>The names of the students, their theses titles and the departments in which the degrees were awarded have been compiled and are filed in the Thesis Material Compendium, op. cit., "M."

<sup>16</sup>The names of the students and the departments in which the degrees were awarded have been compiled and are filed in the Thesis Material Compendium, op. cit., "M."

Exhibit 6 shows that during this period three honorary doctoral degrees were conferred. In 1948, an Honorary Doctor of Laws degree was conferred upon Rowland Haynes, President of the University of Omaha from 1935 to 1948; in 1945, an Honorary Doctoral of Science degree was conferred upon Glenn L. Martin, President of the Glenn L. Martin Bomber Plant which was once located where Offutt Air Base now stands; and in 1949, an Honorary Doctor of Laws degree was conferred upon Stanton Willard Salisbury, a 1913 graduate of the University of Omaha who became a Rear Admiral in the United States Navy.

During this decade, the Committee on Graduate Studies was organized and was enlarged to accommodate the increased graduate student body. The Miller Analogies Tests were required of candidates for Master's degree students in education. Attempts were made to establish a graduate faculty, and although they were unsuccessful, it was an indication that efforts were being made to achieve this goal. All in all, this decade was a period of rapid growth in graduate education at the University of Omaha.

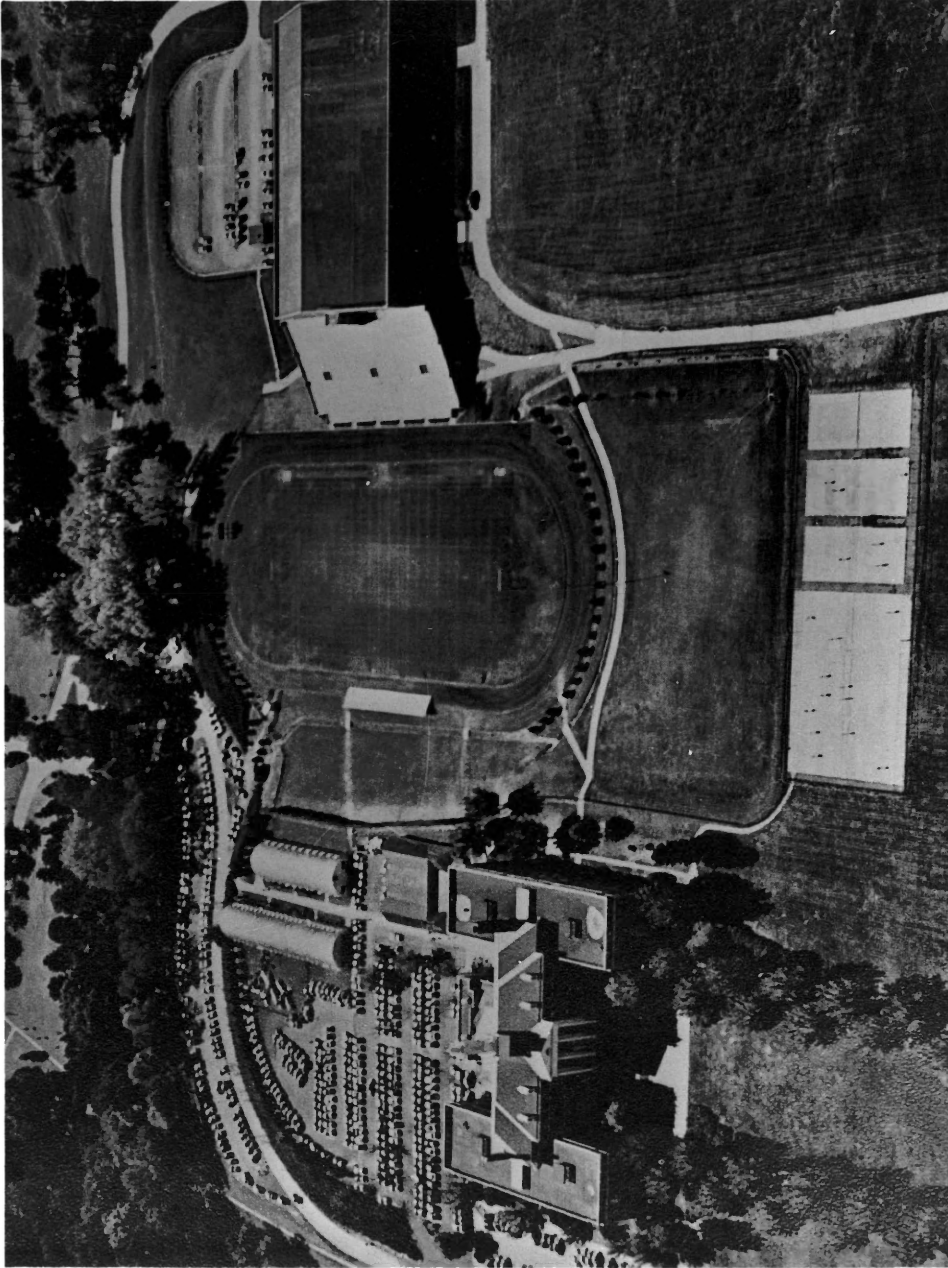


Illustration 6

By 1954, the University of Omaha campus also included a field house, football field, tennis courts and parking facilities.

## Chapter 5

### GRADUATE DIVISION 1954-1960

By 1954, the University of Omaha campus also included a field house, football field, tennis courts, parking facilities and a few temporary buildings; another indication that the University was growing was the continued interest in graduate education.

After Everett M. Hosman retired at the end of August, 1953, Donald G. Emery became the acting Director of the Graduate Division for a semester until Roy M. Robbins arrived; however, Dr. Emery's major responsibility continued to be that of Dean of the College of Adult Education.

The 1953-1954 Annual Report of the Graduate Division began with the following statement:

The December, 1953, meeting of the Board of Regents ratified the plan to reorganize the graduate work at the University of Omaha--perhaps the first significant reorganization since the creation of the Graduate Division in 1942. Under the new reorganization a Graduate Council replaces the old faculty Committee on Graduate Studies and a Director replaces the chairman of this old committee. The former committee was under the jurisdiction of the College of Adult Education; the new organization is an autonomous divisional organization directly under the President.<sup>1</sup>

#### Roy M. Robbins

Roy M. Robbins arrived at the University in January, 1954;

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<sup>1</sup>"Division of Graduate Instruction, Annual Report, 1953-54," (Graduate College, University of Nebraska at Omaha).

his main purpose in coming was to organize the Graduate Division as a separate entity apart from the College of Adult Education.



Illustration 7

Roy M. Robbins

He came from Butler University where he was director of the Graduate Division and the head of the Department of History and Government.<sup>2</sup>

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<sup>2</sup>"Some Reflections on My Graduate Division Directorship," April, 1970, Roy M. Robbins, (Thesis Material Compendium), op. cit., "R."

His educational background included a Bachelor of Arts degree from Earlham College, a Master of Arts degree from the University of Wisconsin, and a Doctor of Philosophy degree from the University of Wisconsin.<sup>3</sup> Dr. Robbins had earned a national reputation as a result of his scholarly publication on American public land policy.

Half of Dr. Robbins' time in his new position at the University of Omaha was devoted to duties as Director of the Graduate Division and the other half was devoted to teaching in the History Department.

#### Developments and Policies

One of Dr. Robbins' first duties was to establish a separate Graduate Office apart from the College of Adult Education where the Graduate Division had been located up to that time. This meant moving furniture, files, and the graduate records to a separate office. In setting up the new Graduate Office, Dr. Robbins related how he wanted pictures of George Washington and Abraham Lincoln hung in the outer office, and a picture of Anheuser-Busch's "Custer's Last Stand" for his own office. In discussing the situation with Dean William Thompson, the Dean of the Liberal Arts College, he discovered that Dean Thompson had a secret office in the Child Psychology Clinic where, over his desk, hung a large copy of "Custer's Last Stand." Dean Thompson said: "Many times when I am troubled with problems in the Liberal Arts College, I retire to this secret office and gaze up at this painting and after seeing what a hell of a time Custer was having, I always feel better."<sup>4</sup>

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<sup>3</sup>Personnel Records, (Office of the Dean of Academic Affairs, University of Nebraska at Omaha).

<sup>4</sup>"Some Reflections on My Graduate Division Directorship," op. cit.

Besides moving the Graduate Division into its own office, another duty that Dr. Robbins had to attend to immediately was the appointment of a Graduate Council as the governing body for academic work in graduate studies. In consulting with President Bail, the following persons were appointed as members of the first Graduate Council:

Dr. Roy M. Robbins, Director and Chairman  
 Dr. Donald Emery, Dean of the College of Adult Education  
 Dr. Frank Gorman, Dean of the College of Education  
 Mr. Fred Hill, Associate Superintendent of Omaha Public Schools  
 Dr. T. E. Sullenger, Head of the Sociology Department  
 Dr. W. H. Thompson, Dean of the College of Arts and Sciences  
 Dr. Ralph M. Wardle, Head of the Department of English<sup>5</sup>

At the meeting of the Graduate Council held on March 1, 1954, it was voted to establish a Graduate Faculty as a separate body from the undergraduate faculty. The Deans of the Colleges of Education and Arts and Sciences were to submit recommendations for membership of persons who qualified under the following bases:

1. Minimum of a Ph.D. degree and the rank of assistant professor.
2. A major offered in the department of the faculty member.
3. Interest in scholarly research and a productive record.
4. Interest in graduate work and willingness to assume responsibilities of counseling graduate students.<sup>6</sup>

It is interesting to note that these qualifications were not as strict as the requirements for membership to a Graduate Faculty recommended in 1941 by a sub-committee of the Committee on Graduate Studies which included the requirement that a candidate must have made significant contributions to the learned literature of his field of scholarship.<sup>7</sup>

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<sup>5</sup>"Division of Graduate Instruction, Annual Report 1953-1954," (Graduate College, University of Nebraska at Omaha).

<sup>6</sup>"Minutes of the Graduate Council, 1953-54," (Graduate College, University of Nebraska at Omaha).

<sup>7</sup>"Graduate Committee Minutes," December, 1941, op. cit.



At its meeting held on March 19, 1954, the Graduate Council elected eighteen persons from the University Faculty to comprise the first Graduate Faculty which was to exist in name only at this time.<sup>8</sup> The members who were elected to the Graduate Faculty thereby carried dual responsibilities: undergraduate and graduate workload assignments. The names of these first Graduate Faculty members are listed in the Appendixes, Exhibit 7. The first meeting of the Graduate Faculty was held on May 12, 1955. It met once a semester after that time for the purpose of discussing new programs and problems concerning curriculum, but most of the business pertaining to rules and regulations remained the responsibility of the Graduate Council.<sup>9</sup>

After the establishment of a Graduate Council and a Graduate Faculty, the next main project for Dr. Robbins was the editing of the Graduate Catalog. The rules and regulations which existed at that time were reviewed and clarified in order to be more specifically stated in the Graduate Catalog. It also meant that syllabi had to be updated and a syllabi file established in the Graduate Office. The first revised Graduate Catalog was edited for the 1954-1955 academic year.<sup>10</sup>

Dr. Robbins was instrumental in having seminar rooms and carrels for graduate students established in the new library building which was being planned as well as having monies set aside for books for graduate students and materials for research.<sup>11</sup>

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<sup>8</sup>"Minutes of the Graduate Council, 1953-54," op. cit.

<sup>9</sup>"Annual Report, 1954-55," (Graduate College, University of Nebraska at Omaha).

<sup>10</sup>"Ibid."

<sup>11</sup>"Some Reflections on My Graduate Division Directorship," op. cit.

In the Annual Report of 1953-1954, a graduate internship program was outlined. The proposed internships were:

To provide actual on-the-job experience in the kind of career a student expects to engage in later in adult life. The program is to provide a number of experiences for the intern: in actual college teaching, in school administration, and in laboratory or field work such as psychiatric, psychological, or sociological work. A teaching intern should give some lectures, lead some discussions, make out some examinations, grade some examinations, help make out the grades, and, if possible, actually help in the counseling procedures as well.<sup>12</sup>

The first six graduate internships were awarded for the 1957-1958 academic year. Although the internship program had been under discussion for several years, it was not until this time that the program was organized and monies were available for the recipients. The first group of interns were: Mrs. Phebe A. Eaton, Social Science; James Bolton, Social Science; Jack Dodds, Secondary Education; Howard J. Simmons, Psychology; Mrs. Doris Tabor, Elementary Education; and Harl A. Dalstrom, History.<sup>13</sup>

When Thomas N. Bonner, who later became Vice President and Provost for Academic Affairs, University of Cincinnati, was on the faculty at the University of Omaha in 1958, he was involved in the development of graduate internship programs in both the Department of History and the then existing Department of Social Sciences which he chaired. In 1970, he commented:

In seemed to me then, and now in retrospect, that the University was able to attract a surprisingly good caliber of students for these appointments, perhaps because of the considerable number

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<sup>12</sup>"Annual Report of 1953-1954," (Graduate College, University of Nebraska at Omaha).

<sup>13</sup>"Graduate Council Minutes, 1956-1957," (Graduate College, University of Nebraska at Omaha).

of four-year colleges in the area that had no graduate programs. In any case, our promotional efforts were directed at the four-year colleges in a ten-state area centering around Omaha but our greatest success, as I recall<sup>14</sup>, was in Nebraska, Iowa, Kansas, Missouri, and South Dakota.

In 1956, Garland Wollard was appointed chairman of a committee to study and formulate a new graduate teacher education program in which the teacher education programs were liberalized and at least nine hours, enough to constitute a minor, could be obtained in academic subjects. Professor Wollard was the graduate counselor in education and held regular office hours in the Graduate Office.<sup>15</sup>

Dr. Robbins resigned the directorship of the Graduate Division in 1958 and returned to full time teaching at the University of Omaha.

#### John A. Horner

After Dr. Robbins resigned, John E. Horner, Administrative Assistant to the President, acted as an interim Director of the Graduate Division from September through November of 1958.<sup>16</sup>

Dr. Horner's educational background included a Bachelor of Arts degree from Drew University, a Master of Arts degree from Columbia University and a Doctor of Philosophy degree from Ohio State University.<sup>17</sup> He left the University of Omaha to become President of Hanover College, Hanover, Indiana in November, 1958. In 1970, he recalled that the opportunities, problems and challenges of the Graduate Division seemed

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<sup>14</sup>Letter from Thomas N. Bonner to author, April 7, 1970, (Thesis Material Compendium), op. cit., "B."

<sup>15</sup>"Minutes of the Graduate Council, 1955-1956," (Graduate College, University of Nebraska at Omaha).

<sup>16</sup>"Graduate Council Minutes, 1958-59," (Graduate Office, University of Nebraska at Omaha).

<sup>17</sup>Personnel File, (Office of the Dean of Academic Affairs, University of Nebraska at Omaha).



Illustration 8

John A. Horner

to be in these areas: (1) the upgrading of the students entering the graduate program; (2) the expansion and extension of departments offering a post-baccalaureate education; (3) stimulating the faculty to have a greater interest in the graduate program; (4) insuring that the graduate offerings were considerably more representative; (5) giving the Office of Director of the Graduate Division more strength in terms of time commitment as well as dollars; publicizing the graduate program and improving its public relations; and transposing the concept of graduate

education from that of "night school" to true graduate education.<sup>18</sup>

Donald G. Emery

President Bail appointed Donald G. Emery, the Dean of the College of Adult Education, as Director of the Graduate Division in December,



Illustration 9

Donald G. Emery

1958. He held this position until September, 1960. Dr. Emery's educational background included a Bachelor of Science degree from Indiana

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<sup>18</sup>Letter from John A. Horner to author, April 8, 1970, (Thesis Material Compendium), op. cit., "H."

College, a Master of Science degree from Butler University and a Doctor of Philosophy degree in education from the State University of Iowa.<sup>19</sup> In 1970, he was the superintendent of Scarsdale Public Schools, Scarsdale, New York and recalled that:

I served as Director of the Graduate Division for quite a short period, and at a time when I was primarily occupied with the responsibilities as Dean of the College of Adult Education and Director of the Summer Session. In fact, I was rather pinch-hitting at that time in the Graduate Office and urged the realization that the graduate direction could not continue successfully as such a part-time administrative responsibility.<sup>20</sup>

### Developments and Policies

In reviewing the minutes of the Graduate Council of this period and reading the Annual Reports Dean Emery compiled, it is apparent that the most pressing problems of the Graduate Division at the time were tightening up of the control of graduate students' programs. This was done by providing, for the first time, a copy of the student's approved plan of study to the student, to his adviser, and retaining a copy of it in the Graduate College. All changes in the program or other notations were made in triplicate thereby eliminating the dependence upon oral statements which were often contradictory.<sup>21</sup>

As Director of the Graduate Division, Dr. Emery sought to help the major advisers assume their logical roles. Problems in this area included: (1) major advisers not assuming a true responsibility for their graduate students (contacts between student and adviser for non-thesis programs were nearly non-existent and were too casual for thesis

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<sup>19</sup>Personnel File, (Office of the Dean of Academic Affairs, University of Nebraska at Omaha).

<sup>20</sup>Letter from Donald G. Emery to author, May 1, 1970, (Thesis Material Compendium), op. cit., "E."

<sup>21</sup>"Annual Report, 1958-59," (Graduate College, University of Nebraska at Omaha).

programs); (2) load allowance not being given for graduate instruction, advising graduate students or carrying thesis programs; (3) the role and responsibility of the adviser not being adequately defined; and (4) instructions to faculty members assuming graduate adviser roles for the first time not being clearly spelled out.<sup>22</sup>

In February, 1960, the Graduate Council approved the publishing of a statement of instructions for the preparation of theses. This guideline was a tremendous help to both students and faculty members who were involved in the writing and advising of theses.<sup>23</sup>

Dr. Emery stated:

All in all, the period from 1958 to 1960, with which I was intimately associated, was a period very much of the graduate program in transition and beginning to come to maturity and we were engaged in fostering the program, improving and extending it under such arrangements<sup>24</sup> that were necessary but had sufficient academic respectability.

The major in College Business Management was approved by the Graduate Council on February 8, 1954.<sup>25</sup> The degree program was designed for administrators of colleges and universities and part of the requirements consisted of attending a "Workshop in College Business Management" which was offered during one week every summer in which two credit hours

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<sup>22</sup>"Annual Report, 1958-1959," (Graduate College, University of Nebraska at Omaha).

<sup>23</sup>"Graduate Council Minutes, 1959-1960," (Graduate College, University of Nebraska at Omaha).

<sup>24</sup>Letter from Donald G. Emery to author, May 1, 1970, (Thesis Material Compendium, op. cit., "E.")

<sup>25</sup>"Minutes of the Graduate Council, 1953-1954," (Graduate College, University of Nebraska at Omaha).

could be earned. When the program was originally designed, up to ten hours of credit for this workshop could be applied towards the degree program; however, by the time of the merger, June 30, 1968, no more than four hours of credit for the workshop could be applied towards the Master's degree program.<sup>26</sup>

During this period from 1954 to 1960, the Master of Science degree in education course requirement was increased from thirty to thirty-three hours of course work.<sup>27</sup>

The degree Specialist in Education with a major in educational administration was approved by the Board of Regents on February 18, 1960. The Regents Minutes Books state:

. . . Resolved that the sixty semester hour teacher education program beyond the Bachelor's degree which has been designed for graduate students who desire to prepare for administration and supervision certificates be approved as recommended.

The motion was seconded and passed.<sup>28</sup>

### Summary

Exhibit 1 in the Appendixes shows that enrollment for graduate credit had increased to three hundred sixty-seven full and part-time students for September, 1959.

Exhibit 2 shows that there were one hundred five Master of Arts degrees awarded during the 1954-1960 period covered in this chapter.<sup>29</sup>

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<sup>26</sup>Graduate Bulletin, 1954-1957, (Graduate College, University of Nebraska at Omaha), p. 21-22.

<sup>27</sup>"Minutes of the Graduate Council, 1953-1954," op. cit.

<sup>28</sup>"Regent's Minutes Book," Resolution No. 3212, February 18, 1960, (President's Office, University of Nebraska at Omaha).

<sup>29</sup>The names of the students, their theses titles and the departments in which the degrees were earned have been compiled and are filed in the Thesis Material Compendium, op. cit., "M."



Forty-seven of these Master of Arts degrees were in the field of psychology.

Exhibit 3 shows that there were three hundred thirty-seven Master of Science degrees awarded during this period. These represented twelve majors in the field of education, the largest number of degrees being awarded in public school administration.<sup>30</sup>

Exhibit 6 shows that honorary doctoral degrees were conferred upon six men. Eugene C. Eppley, hotel man, financier and philanthropist, received the Honorary Doctor of Laws degree in 1956; Arthur Ellsworth Stoddard, former President of Union Pacific Railroad and President of the United States Chamber of Commerce, received the Honorary Doctor of Laws degree in 1956; Peter Kiewit, civic leader and head of Peter Kiewit Company, America's largest privately-owned contracting business, received the Honorary Doctor of Laws degree in 1958; V. J. Skutt, an insurance magnate, Chairman of the Board of Directors of United Benefit Life Insurance Company, and past Chairman of the Board of Regents of the University of Omaha, received the Honorary Doctor of Laws degree in 1958; J. B. MacGregor, past Dean of Student Personnel and Professor of Education at the University of Omaha received the Honorary Doctor of Laws degree in 1960; and William Herzog Thompson, former Head of the Department of Psychology and Dean of the College of Arts and Sciences, received the Honorary Doctor of Laws degree in 1960.

The internship program grew each year and in September, 1959, thirteen students had been awarded internships for the 1959-1960 academic year, representing nine departments. (Exhibit 8).

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<sup>30</sup>The names of the students and the departments in which the degrees were earned have been compiled and are filed in the Thesis Material Compendium, op. cit., "M."

During the 1954-1960 period, a Graduate Council replaced the Committee<sup>44</sup> on Graduate Studies, the first Graduate Faculty of eighteen members was established and a syllabi file of courses approved for graduate credit was set up. The graduate intern program was put into operation and several new degree programs were approved. These steps indicate that the graduate education segment of the University of Omaha was improving in quality and in its organizational development and that serious thought was being given to the management and administration of graduate work.



Illustration 10  
University of Omaha Campus  
1962

The University of Omaha campus showing the additions to the Gene Eppley Library in the foreground, Milo Bail Student Center and the Engineering Building.

## Chapter 6

### COLLEGE OF GRADUATE STUDIES, 1960-1966

The University of Omaha had built several new buildings on its campus by 1962, notably the Gene Eppley Library, the Milo Bail Student Center and the Engineering Building. Growth was also reflected in the graduate programs offered. George R. Rachford became the Director of the Graduate Division in September, 1960, and he was the first person to hold this position on a full-time basis.

#### George R. Rachford

Dr. Rachford's educational background included a Bachelor of Science degree from the University of Cincinnati, a Master of Science degree from the University of Cincinnati and a Doctor of Education degree from Indiana University.<sup>1</sup> He came to the University of Omaha in 1959 as a faculty member in the Department of Educational Administration. In 1966, he became Vice President for campus development.

#### Policies and Developments

In 1960, one of the main concerns of the Graduate Director involved increased enrollments of graduate students and the need to equalize the course offerings of the first and second summer sessions because of this increase. It was evident that more courses ought to be offered during the second summer session in order to handle the

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<sup>1</sup>Personnel File, (Office of the Dean of Academic Affairs, University of Nebraska at Omaha).



Illustration 11

George R. Rachford

influx of graduate students.<sup>2</sup>

By June, 1961, eight candidates had filled out applications for the Doctor of Education degree in cooperation with Indiana University. A program had been initiated whereby students could earn up to sixty

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<sup>2</sup>"Annual Report, 1960-61," (Graduate College, University of Nebraska at Omaha).

hours at the University of Omaha to apply towards the doctorate degree from Indiana University. The work for the degree was to be completed while the students were in residence at Indiana University. This action showed that attempts were made to foster additional graduate education above the Master's level; however, no record could be found to indicate how many of the persons in this program actually completed it and the program itself eventually faded away.<sup>3</sup>

The Graduate Council passed a motion to increase the required number of hours for a Master of Science degree from thirty-three to thirty-six effective September 1, 1961.<sup>4</sup> Dr. Rachford stated that there had been quite a bit of discussion in the Graduate Council and with the Graduate Faculty concerning equating the course work requirements for the Master of Science degree with the thesis program for the Master of Arts degree. Many of the Faculty members felt that the Master of Arts degree with the six-hour thesis requirement involved more work than the thirty-three hour program for the Master of Science. Another determining factor in increasing the number of hours to thirty-six was the fact that the University of Omaha was on a three-credit hour per course system which allowed eleven different courses in the thirty-three hour program or twelve different courses in the thirty-six hour program whereas many graduate schools around the country were on a two-credit hour per course system requiring students to enroll for more courses which gave them a broader coverage in fulfilling the degree requirements. By increasing the degree requirements at the University of Omaha to twelve three-hour courses students would gain a wider educational

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<sup>3</sup>Ibid.

<sup>4</sup>"Graduate Council Minutes, 1960-61," February 16, 1961, (Graduate College, University of Nebraska at Omaha).

experience which would be more nearly like graduate programs on a two-credit per course system.<sup>5</sup>

The Graduate Club, organized in 1943, disbanded in June of 1961. It had degenerated into a series of dinner meetings for older women, most of whom were taking graduate courses but not working for Master's degrees. In its place, Dean Rachford initiated a new program for graduate students and Graduate Faculty members which consisted of a series of coffee hours with guest speakers. Several of these were held each year during his term in office as Dean of the Graduate College.<sup>6</sup>

The Graduate Faculty met more frequently during the 1960-61 academic year than it had in the past. Dr. Rachford felt that this action was necessary in order for the members to develop the feeling of belonging to a cohesive body and for them to develop some common understanding concerning graduate work and graduate education. He felt that the new members on the Graduate Faculty needed to be oriented in the operations of the Graduate Division in order to become knowledgeable in its function and business.<sup>7</sup>

Securing competent graduate interns continued to be a major problem during this period, and much thought was given to actually visiting colleges in Nebraska and surrounding states in order to recruit students to fill these positions.<sup>8</sup> Dr. Rachford and other members of

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<sup>5</sup>Taped interview with George R. Rachford, November 4, 1970, (Thesis Material Compendium), "S."

<sup>6</sup>"Annual Report, 1960-61," op. cit.

<sup>7</sup>Ibid.

<sup>8</sup>"Annual Report, 1961-62," (Graduate College, University of Nebraska at Omaha).

the Graduate Faculty took several trips to local colleges to foster the internship program. In March, 1966, the Graduate Council voted to change the name from that of "intern" to "graduate assistant."<sup>9</sup> In visiting with Dr. A. Stanley Trickett, the Chairman of the History Department and a long-time member of the Graduate Council, he said that President Milo Bail apparently had been given credit for the first use of the term "intern." According to Dr. Trickett, President Bail who was interested in teaching as a profession, suggested that the University of Omaha bring students to campus who might want to be teachers at either the secondary level or at the higher education level and give them an experience consisting of the work of teachers. The interns were to be involved in a number of teacher-like situations: give a few lectures, construct some examinations, read reports and counsel students so they could find out what teachers do.<sup>10</sup> Dr. Rachford stated that as the program progressed through the years, it was felt that many interns were doing things other than teaching and they were not getting the kind of training in college teaching which was originally implied in the term "intern." As more departments added graduate work and the number of students in the intern program increased, the term "graduate assistant" (which was a term used in other graduate schools throughout the country) was believed to be more appropriate. Another determining factor in changing the name was that, nationwide, the term "intern" was identified more with medical training than training in education or liberal arts

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<sup>9</sup>"Graduate Council Minutes, 1965-1966," (Graduate College, University of Nebraska at Omaha).

<sup>10</sup>Taped interview with A. Stanley Trickett, October 30, 1970, (Thesis Material Compendium), "S."



areas.<sup>11</sup>

As far back as 1961, attempts were made to utilize data processing equipment in order to minimize the enormous amount of paper work involved in maintaining graduate students' records in the Graduate College, but even at the time of the merger on June 30, 1968, this was still an unfulfilled dream.<sup>12</sup>

On December 14, 1961, Dr. Rachford attended the first annual meeting of the National Council of Graduate Schools.<sup>13</sup> The Council was organized:

(1) to provide a channel for bringing to bear, in concentrated and effective fashion, the wisdom and experience of all those most knowledgeable about graduate education upon governmental agencies and foundations interested in questions affecting the graduate schools; (2) to provide assistance to both the established and the newer graduate schools in the working out of new programs and in the revision of the processes and procedures of graduate education; (3) to provide opportunity for a comprehensive annual meeting of representatives of these graduate schools; and (4) to collect and disseminate information about the country's graduate schools.<sup>14</sup>

The University of Omaha has been listed as a member institution since the National Council of Graduate Schools was organized in 1961.

The head of graduate education at the University of Omaha also attended the Midwest Conference on Graduate Study and Research every year. According to Reid Hemphill, Secretary-Treasurer of the organization and Dean of the Graduate College at Central Missouri State College,

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<sup>11</sup>Taped interview with George R. Rachford, op. cit.

<sup>12</sup>"Annual Report, 1961-62," op. cit.

<sup>13</sup>"Graduate Council Minutes, 1960-1961," (Graduate College, University of Nebraska at Omaha).

<sup>14</sup>"Proceedings of the First Annual Meeting, Council of Graduate Schools," Washington, D. C., December 14-16, 1961, (Graduate College, University of Nebraska at Omaha).

Warrensburg, Missouri, the roster of the sixth annual meeting of this organization held on March 21, 1950, listed E. M. Hosman as University of Omaha's institutional representative.<sup>15</sup> The Midwest Conference on Graduate Study and Research played a significant role in improving graduate education in the midwest by providing graduate deans with an opportunity for sharing and discussing common problems, informing them of new developments in graduate education, assisting deans of emerging universities who asked for help in developing graduate programs, and assisting in bringing about close working relations and cooperative ventures between and among graduate schools.<sup>16</sup>

On October 18, 1962, the name of "Graduate Division" was changed to "The College of Graduate Studies";<sup>17</sup> and June, 1966, the name was again changed when the Board of Regents approved "Graduate College" as the official title.<sup>18</sup> The director's title was also changed to "dean" on October 18, 1962. Dr. Trickett stated that the graduate program grew rapidly around 1960. It became obvious that being the head of graduate education required a full-time person and a person with specialized talents. In order to attract the type of person needed and keep him, the job had to be given some status. Also, by about 1962, what had

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<sup>15</sup>Letter from Reid Hemphill to author, October 26, 1970, (Thesis Material Compendium), op. cit., "H."

<sup>16</sup>"Proceedings of the Twenty-fifth Annual Meeting of the Midwest Conference on Graduate Study and Research," Chicago, Illinois, March 24-25, 1969, (Thesis Material Compendium), "M."

<sup>17</sup>"Board of Regents Minutes," October, 1962, (President's Office, University of Nebraska at Omaha).

<sup>18</sup>Ibid., June, 1966.

once been a small division was big enough to be something else.<sup>19</sup> According to Dr. Rachford, the terminology "Graduate Division" implied that the graduate program was part of another college and when it was decided to make it a full-fledged college the terminology "The College of Graduate Studies" replaced "Graduate Division" because it coincided with the names of the other colleges in the University at that time which all began with "The College of": The College of Education, The College of Liberal Arts and The College of Applied Arts. Later, in 1966, when the term "The College of Liberal Arts" was changed to the College of Arts and Sciences," it was thought that the term "Graduate College" might be more appropriate than "The College of Graduate Studies." There was no specific reason for this change except that there was a trend in other schools around the country to using "Graduate College" to designate the graduate program of their universities.<sup>20</sup>

In 1962, all new applications for admission to the Graduate College and transcripts of new applicants were collected in the newly organized Admissions Office of the University before being processed in the Graduate College. This was a tremendous help in eliminating some of the clerical work being performed in the Graduate College.<sup>21</sup>

On December 17, 1962, the Graduate Council approved the motion requiring students entering the Graduate College to take the Graduate Record Examination. In discussing the GRE requirement with Dr. Rachford, he said:

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<sup>19</sup> Taped interview with A. Stanley Trickett, op. cit.

<sup>20</sup> Taped interview with George R. Rachford, op. cit.

<sup>21</sup> "Annual Report, 1962-1963," (Graduate College, University of Nebraska at Omaha).

At one time we required the Miller Analogies of all entering graduate students in education. This was required so we could have some base on which to judge the potential of the students entering the college or graduate division at that time. After a time, with some correlation studies which had been done, we found that there was little correlation between the scores of the Miller Analogies tests and the success of the graduate student in the graduate program so the Miller Analogies Tests were dropped as a requirement for entrance into the program. Several things occurred then. Many of us in the College felt that we needed to know more about the students and their potentials. Although we realized the danger of putting too much emphasis on a test grade of this kind, we felt that we needed something to give us some gauge or opportunity to measure the potential of those entering the graduate program. We also needed a measure which could be compared with other colleges around the country so that we would know whether our entering students were good or how they measured up with students entering other schools in the country. At about the same time we also had an evaluation by the National Council for Accreditation of Teacher Education and they indicated that they felt we needed some kind of comparative measure for students in our school to compare with students in other colleges and universities around the country. As a result we adopted the GRE for all of the people who would be entering. At the beginning we decided not to establish a cut-off score but to do some studies after we had accumulated some scores over a period of a year<sup>22</sup> or two to determine how well our graduate students were doing.

Dr. Trickett said that the Graduate Council was searching for some measure of probable success of graduate students when they passed this rule. The undergraduate transcripts of graduate students were from many institutions, each with its own grading system and there was no way to compare the ability of the students. The Graduate Council was assuming that the scores would be used for studies and then after a period of time be checked to determine if there was some relationship between the scores and levels of success in graduate education. Dr. William Jaynes, the Head of the Department of Psychology at that time,

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<sup>22</sup> Taped interview with George R. Rachford, op. cit.

conducted a study in which he tabulated the scores for several years in order to observe trends, but he indicated that he would have to collect data for at least a five-year period. After a few years, he left the University of Omaha and the study ceased. Dr. Trickett believed that the Graduate Record Examination still had merit but our use of it had not been as effective as it could be; however, he personally received some help from the GRE while evaluating students' records. He could determine how well a student had acquired knowledge and ability in his major at the undergraduate level.<sup>23</sup>

During the 1965-1966 year, the Graduate Council set up two important ad hoc committees. A committee, headed by Gordon Schilz, Head of the Department of Geography, worked out an outline for requirements to implement new graduate degree programs. Another committee, chaired by George Harris, Head of the Department of Finance, studied faculty load.<sup>24</sup>

The Graduate Council, in October, 1965, voted to discontinue functioning as the governing body of the Graduate College effective September, 1966. It was the feeling of the Graduate Council and of the Graduate Faculty that the Graduate Faculty should become more involved in the decision-making process affecting graduate education. The minutes of the Graduate Council stated:

It was moved that the Graduate Council recommend to the President through the Dean of the Graduate College the Graduate

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<sup>23</sup>Taped interview with A. Stanley Trickett, op. cit.

<sup>24</sup>"Annual Report, 1965-1966," (Graduate College, University of Nebraska at Omaha).

Council be discontinued and a meeting of the Graduate Faculty be summoned to establish its own mechanism for continuing the work of the Graduate Faculty.<sup>25</sup>

### Summary

Enrollment of graduate students had increased to seven hundred ninety-five by September, 1965, as shown in Exhibit 1. During the 1961-1966 period, there were one hundred twenty-nine Master of Arts degrees awarded, representing ten departments (Exhibit 2).<sup>26</sup> There were four hundred Master of Science degrees awarded during this period (Exhibit 3).<sup>27</sup> Some of the Master of Science degrees were in the liberal arts areas of biology, psychology and sociology as well as sixteen fields of education.

Exhibit 6 shows that honorary doctoral degrees were conferred upon ten persons. Honorary Doctor of Laws degrees were conferred upon Harry Axel Burke, former Superintendent of Omaha Public Schools, posthumously; Jacob J. Isaacson, former Executive Director of Ak-Sar-Ben; Wilfred Gladstone Payne, former Professor of Philosophy at the University of Omaha; Edwin P. Neilan, former bank president and President of the Chamber of Commerce of the United States; Roderick Baird Crane, former Head of the Department of Economics; Everett Mills Hosman, former Dean of the College of Adult Education and Chairman of the Committee on Graduate Studies and Carl W. Helmstadter, former Dean of the College

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<sup>25</sup>"Graduate Council Minutes, 1965-1966," (Graduate College, University of Nebraska at Omaha).

<sup>26</sup>The names of the students, their theses titles and the departments in which the degrees were earned have been compiled and are filed in the Thesis Material Compendium, op. cit., "M."

<sup>27</sup>The names of the students and the departments in which the degrees were earned have been compiled and are filed in the Thesis Material Compendium, op. cit., "M."

of Applied Arts and Sciences. Honorary Doctor of Humane Letters degrees<sup>57</sup> were conferred upon Philip Milo Bail, former President of the University of Omaha and Frank H. Gorman, former Dean of the College of Education. An Honorary Doctor of Arts degree was conferred upon Reuben G. Gustavson, former chancellor of the University of Nebraska.

Exhibit 8 shows that the graduate intern program had expanded to fifty-seven interns by September, 1965. As the graduate intern program expanded and matured, the concept of the duties of graduate assistants changed. For example, Harl Dalstrom, one of the first graduate interns in 1958, stated that his duties as an intern included leading a discussion group for an undergraduate lecture course once a week but the students attended the session only on a voluntary basis. He also made up and graded objective tests in the survey course on United States history. In comparing his internship duties and course work load with the other interns in other departments at the time, particularly the Department of Social Science where the interns carried twelve hours of graduate courses along with heavy internship duties, Dr. Dalstrom remembered his total load as being comparatively light. One reason was that the interns in history were not required to enroll for twelve hours of course work; nine or six hours were considered a realistic number of hours to carry along with performing internship duties.<sup>28</sup>

Ralph Wardle, the Head of the English Department for a number of years, in commenting on the changes in duties of the graduate interns, said that at first the emphasis was on working directly under a faculty

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<sup>28</sup> Interview with Harl Dalstrom, March 19, 1971.

member who would be introducing the student to teaching techniques. Later, as reflected in the change of the terminology from "intern" to "assistant," the emphasis shifted to using the assistants as an aid in teaching.<sup>29</sup>

Dr. Trickett recalled that in the fall of 1962, the History Department worked out a program whereby the basic survey courses in American and European history met for formal lectures with a regular faculty member not three times a week as they had done previously, but twice a week. The class was then divided into required discussion groups, hopefully not to exceed twenty-five students which were lead by interns.<sup>30</sup> The class schedules for the Department of History for the 1962-63 academic year reflected this change in course organization.<sup>31</sup> This reduced the number of contact hours a faculty member had with students, but it did not necessarily reduce his work load because interns had to be trained and prepared for their roles as discussion leaders.

During the period from 1960 to 1966, the following new degree programs were approved: the Master of Arts degree with majors in biology, geography and mathematics; and the Master of Science degree with majors in educational psychology, industrial psychology, biology, reading, geography and mathematics.

As additional master's degree programs were approved and as the established programs expanded course offerings in their fields, the requirement that a student must have a minor area in his plan of study was

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<sup>29</sup> Letter from Ralph Wardle to author, October 22, 1970, (Thesis Material Compendium), "W."

<sup>30</sup> A. Stanley Trickett, op. cit.

<sup>31</sup> "University of Omaha, Class Schedule," First Semester 1962-63, Department of History, (Registrar's Office, University of Nebraska at Omaha).



de-emphasized. Plans of study in the fields of education included courses in cognate fields, related fields, or directed electives instead of minor fields. In some of the liberal arts departments, a minor was eliminated from the program entirely. One reason for this was that departments (for example, the English Department) were offering a wider selection of courses in their own disciplines; consequently the student could achieve a better balance in his program of studies. Dr. Trickett stated that in history there had always been a provision for a minor, either outside of the department or within the department. Most of the students in history preferred to do all of their work in history because history was a double-barreled field. Students majoring in American history generally chose to minor in European history and vice versa.

Another change in the graduate course offerings was the increased number of seminar-type courses being offered. A seminar consisted of a small group of students engaged in advanced study and individual research under the direction of a member of the Graduate Faculty. Several seminars, depending upon the department, were required to be in each plan of study. These seminars were courses open only to graduate students.

The Board of Regents approved the Master of Business Administration degree on May 18, 1965, shortly after the College of Business Administration had achieved accreditation of its programs by the American Association of Collegiate Schools of Business. The Master of Business Administration degree required the Admission Test for Graduate Study in Business in lieu of the Graduate Record Examination as one of its admission requirements.<sup>32</sup>

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<sup>32</sup>"Board of Regents Minutes," May 18, 1965, (President's Office, University of Nebraska at Omaha).

On April 22, 1965, the Graduate Council approved a program of study consisting of thirty hours beyond the Master's degree and leading to certification for school psychologists. Although the program was not a degree program, it was designed to meet the requirements for certification for school psychologists specified by the State of Iowa.<sup>33</sup>

The Graduate Council approved the National Teacher Corps program on May 19, 1966.<sup>34</sup> The object of this program was to train students holding baccalaureate degrees but not teaching certificates to become certified teachers with Master of Science degrees. It was a Federally-funded program designed to train teachers particularly teaching in disadvantaged areas. In addition to required course work, interns, as they were called, participated in practicum experiences at the Macy and Niobrara Indian Reservations as well as in the disadvantaged sections of Omaha and Council Bluffs.

The numerical data presented in this chapter is indicative of the growth and expansion of the Graduate College during the 1961-1966 period. During this period, there was a refinement of administrative procedures culminating in the dissolution of the Graduate Council and the establishment of the Graduate Faculty as the academic decision-making body of the Graduate College in 1966.

The Graduate Bulletin, 1965-1966, listed seventy-one members of the Graduate Faculty.<sup>35</sup> This was another indication of the growth of

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<sup>33</sup>"Graduate Council Minutes, 1964-65," (Graduate College, University of Nebraska at Omaha).

<sup>34</sup>Ibid., 1965-1966.

<sup>35</sup>The Graduate Bulletin, 1965-1966, (President's Office, University of Nebraska at Omaha).

the graduate program compared to the eighteen Graduate Faculty members when the Graduate Faculty was formally established.

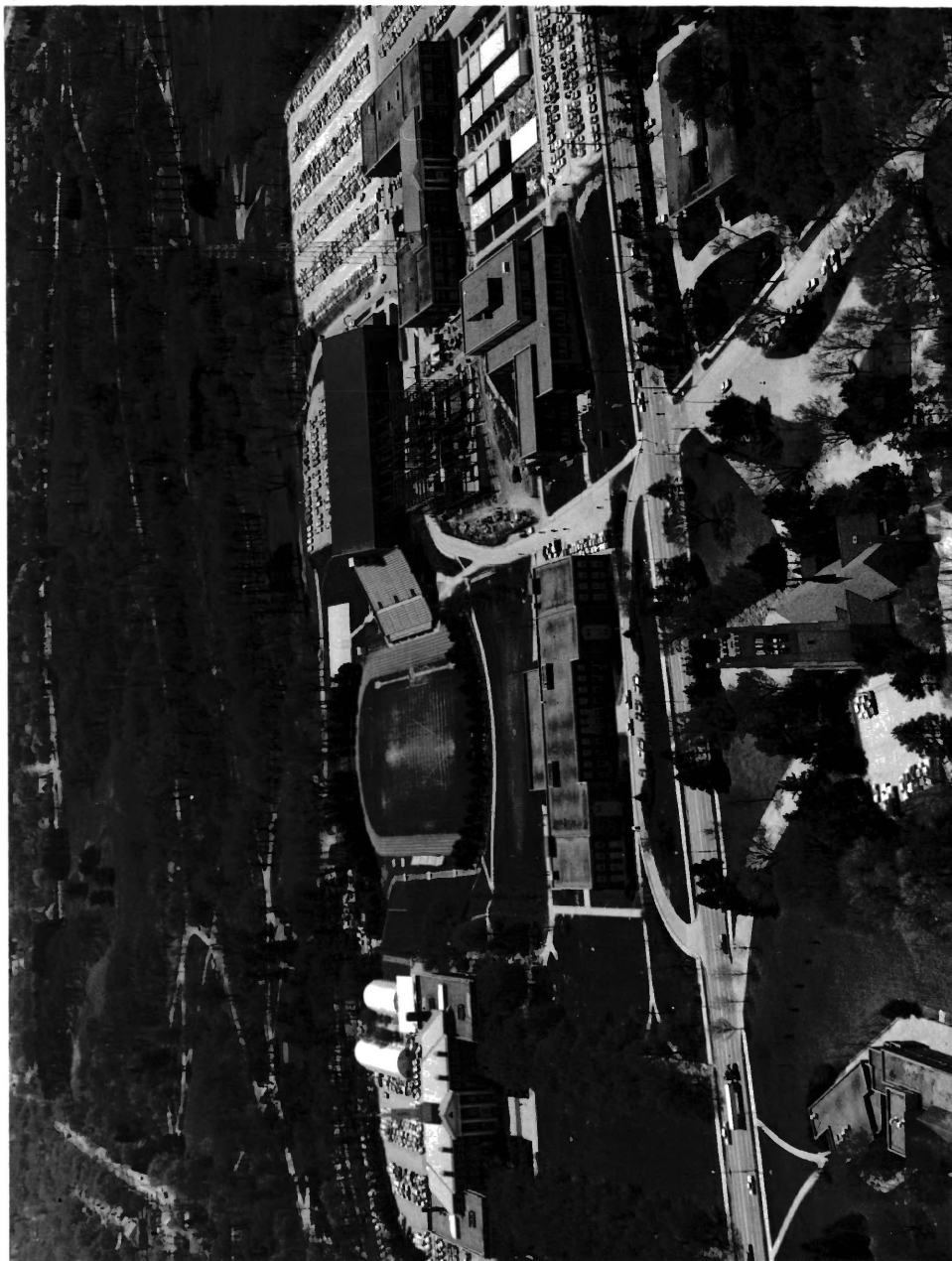


Illustration 12

University of Omaha Campus

1968

Aerial view of the campus showing additions to the library, student center, engineering building and the start of Allwine Hall. Annexes have been placed in front of the engineering building and parking spaces have been added.

## Chapter 7

### THE GRADUATE COLLEGE, 1966-1968

In the 1960s, the campus was experiencing a period of rapid growth, as indicated by the foregoing picture, and a position was made available in the organizational hierarchy of the institution for a Vice President in charge of Campus Development. At the June, 1966 meeting of the Graduate Council, it was announced that Dean Rachford had been appointed Vice President in charge of Campus Development by the Board of Regents of the University and that Elton S. Carter had been appointed Dean of the Graduate College. Robert C. O'Reilly was appointed Assistant Dean of the Graduate College; he had been functioning in this capacity since March although it was not official until September of that year.<sup>1</sup>

#### Elton S. Carter

Elton S. Carter came to the University of Omaha from Pennsylvania State University where he had been Professor of Speech. Prior to coming to Omaha he was employed as Director of Professional Development of H.R.B.-Singer, Inc., a research and development company in the information systems business located in State College, Pennsylvania. His educational background included the Bachelor of Arts degree from the University of Maine, the Master of Arts degree from Indiana State

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<sup>1</sup>"Annual Report, 1965-1966," (Graduate College, University of Nebraska at Omaha).

Teachers College, and the Doctor of Philosophy degree from Northwestern University.<sup>2</sup>



Illustration 13

Elton S. Carter

### Policies and Developments

The first major undertaking of Dean Carter in his new position as Dean of the Graduate College was to reaffirm the establishment of

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<sup>2</sup>Personnel File, (Office of the Dean of Academic Affairs, University of Nebraska at Omaha).

the Graduate Faculty as the body responsible for academic matters and curricula of the Graduate College. The Graduate Faculty, with Dean Carter as chairman, began meeting once each month.

At the meeting of the Graduate Faculty held on October 6, 1966, the Faculty established the Academic Standards and Curriculum Committee. The approved motion stated:

The nominating committee . . . recommends that the Committee on Curriculum and Academic Standards of the Graduate Faculty be composed of six members elected by the Graduate Faculty and three appointed by the Graduate Dean, with the Dean or Assistant Dean an ex officio non-voting member. The nominating committee further recommends that the elected members of the new committee be elected half for two-year terms and half for one-year terms and chosen to represent the colleges on a two (Arts and Science), two (Education), one (Business Administration), one (Engineering) proportion.<sup>3</sup>

All succeeding elections were to be for two-year terms.

The first elected members to the Academic Standards and Curriculum Committee were Dr. A. Stanley Trickett, Chairman; Dr. Joe Dunn, Dr. Charles Bull who were to serve two-year terms and Dr. C. Robert Keppel, Dr. Paul Ackerson and Mr. William LeMar who were to serve one-year terms. The first appointed members were Dr. Ralph Wardle, Dr. William Walden and Dr. M. Gene Newport.<sup>4</sup>

The purpose of the Academic Standards and Curriculum Committee was to review proposed graduate course offerings, recommendations for Graduate Faculty membership and other policies and procedures pertaining to graduate education and to make recommendations concerning these

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<sup>3</sup>"Graduate Faculty Minutes, 1966-67," October 6, 1966, (Graduate College, University of Omaha).

<sup>4</sup>Ibid., November, 1966.

matters to the Graduate Faculty.

One of the main concerns of Dean Carter in the fall of 1966 was the preparation for a visit for accreditation purposes by the North Central Association. This involved the reviewing of all syllabi for courses offered for graduate credit and the updating of syllabi where necessary. He designed and implemented a form to be used in granting special approval to instructors who were not members of the Graduate Faculty to teach graduate-level courses under the direction of senior-level members. This action was one of a number of steps toward improving the quality of graduate education.

The Graduate College Administrative Advisory Committee was established in the fall of 1966. The committee was composed of heads of departments which offered courses for graduate credit. The purpose of the committee was to bring the department heads together in order to discuss problems and activities regarding the administration of graduate education and research.

Dean Carter also assumed responsibilities other than those connected with his position as Dean of the Graduate College. In 1967, he was appointed by Mayor A. V. Sorensen to represent the University on the Mayor's Cooperative Area Manpower Planning Systems (C.A.M.P.S.) committee whose purpose was to coordinate the efforts of various civic groups involved in the employment of people living in Omaha. Dean Carter served as chairman of the committee and during the year chaired fifty-two meetings. He was chairman of the Armour Coordinating Team (A.C.T.), another civic group whose purposes were to establish retraining programs and to find jobs for former employees of the Armour Meat Packing



Company which had closed its Omaha plant in 1967 and left a number of people with unusable skills.<sup>5</sup> Elton Carter also supervised the management of the Center for Urban Affairs during this period. The Center for Urban Affairs is located on the University campus and supports various kinds of research related to urban affairs such as a monthly index of Omaha construction activity, development of computer systems for analysis for Douglas County, compilation of an inventory of urban-related programs offered throughout the University System and other research projects.

The plan of study which had been in effect for many years for the Master of Arts degree with a major in English was changed on November 16, 1967. The Graduate Faculty approved the request made by the English Department to offer their degree under two plans as follows:

- Plan A Twenty-four hours of graduate work including at least nine hours in seminar courses; demonstrated proficiency in a foreign language; and a thesis.
- Plan B Thirty-six hours of Graduate work, including at least twelve hours in seminar courses; demonstrated proficiency in a foreign<sub>6</sub> language, and a six-hour comprehensive examination.

During the two-year period prior to the merger of the University of Omaha with the University of Nebraska on July 1, 1968, the graduate assistantship program continued to grow and expand into additional departments and the stipend was raised from sixteen hundred dollars to two thousand dollars for the 1966-1967 academic year.

#### Robert C. O'Reilly

On September 1, 1966, Robert C. O'Reilly became the first

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<sup>5</sup> Minutes of C.A.M.P.S. and A.C.T., (Mayor's Office, City Hall, Omaha, Nebraska).

<sup>6</sup> "Graduate Faculty Minutes," November, 1967, op. cit.

Assistant Dean of the Graduate College. His educational background<sup>68</sup> included a Bachelor of Science degree from Kansas State College at Pittsburg, the Master of Arts degree from the University of Wyoming, and the Doctor of Education degree from the University of Kansas. He came to the University of Omaha in 1964 as an associate professor in the College of Education.<sup>8</sup>



Illustration 14

Robert C. O'Reilly

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<sup>8</sup>Personnel File, (Office of the Dean of Academic Affairs, University of Nebraska at Omaha).

One of Dean O'Reilly's responsibilities was to approve the scheduling of graduate classes each semester. This involved the verification of graduate syllabi for courses listed on the schedule and the verification of letters giving special approval to teach courses for graduate credit to those instructors who were not members in the Graduate Faculty.

Another responsibility of the Assistant Dean concerned admissions to the Graduate College. The volume of admissions had grown tremendously, and it was a continuous task to assure that each department was adequately staffed with graduate advisers and that no adviser was overly burdened with an excessive number of advisees. Dean O'Reilly was also responsible for the compilation of the Graduate Bulletin each year.

Besides his responsibilities connected with the Graduate College, Dean O'Reilly was the University Grants Coordinator. As Grants Coordinator, he reported to Dean Carter for the 1966-67 academic year, but reported directly to President Naylor after that time. This part of his position involved obtaining Federal, State and other monies for the University and for research projects of the faculty. In discussing his duties as Grants Coordinator, he stated that he strongly believed research and grants should be administered from a central office so that the distribution of information, the development of proposals, and the cognizance of program operation could be directed most effectively. He stated that about fifty percent of the research proposals submitted prior to the merger were funded.<sup>9</sup>

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<sup>9</sup>Interview with R. C. O'Reilly by the author, March 23, 1971, (University of Nebraska at Omaha).

Graduate Faculty Position Statement

At its January 18, 1968 meeting, the Graduate Faculty approved the following statement read by Dr. Raymond Ziebarth, the chairman of an ad hoc committee whose purpose it was to draw up a position paper concerning the merger of the University of Omaha with the University of Nebraska:

The Graduate Faculty endorses without reservation the merger between the University of Nebraska and the University of Omaha as the most feasible method of resolving problems which are faced by both institutions as well as an important first step toward broadening and strengthening higher education in the State of Nebraska.<sup>10</sup>

The merger of the University of Omaha with the University of Nebraska and the University of Nebraska Medical Center took place on June 30, 1968, ending one era of higher education in Nebraska and beginning another. It is anticipated that the merger will benefit graduate education at the University of Omaha so that it might continue to expand as graduate colleges in other schools throughout the country are doing. As Bernard Berelson stated:

The system of graduate education is growing and will continue to grow in the next few years--in students, degrees, faculty, departments, institutions, support. The body of knowledge to be handled by the graduate school is growing and will continue to grow, thus adding problems of complexity and specialization. The demand for products of the graduate school is substantial and will grow in the next period of years . . . . The system of graduate education is a dynamic one and will be for the visible future.<sup>11</sup>

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<sup>10</sup>"Minutes of the Graduate Faculty," January 18, 1968, op. cit.

<sup>11</sup>Bernard Berelson, Graduate Education in the U.S., The Carnegie Series in American Education, (New York: McGraw-Hill Book Company, Inc., 1960), p. 219.

Gustave Otto Arlt, President of the Council of Graduate Schools in the United States, predicted that there would be an increasing number of part-time graduate students. In a speech entitled "The Future of Graduate Education," delivered to the Second Annual Summer Workshop for Graduate Deans, he stated:

. . . the continuing trend toward a shorter working week, longer vacations, and increased leisure in all vocations and professions without reduction of income seems to predict that it will soon be possible to be fully productive in a profession and still have more ample time to devote to advanced education. Indeed, it will not only be possible, but for increasing numbers of the population it will become a social, psychological, and intellectual necessity to devote themselves to life-long learning.<sup>12</sup>

It is hoped that the merger will help this institution meet the needs of the increasing numbers of both full-time and part-time graduate students by being able to offer better and more varied graduate programs.

#### Summary

During the years 1966-1968, new degree programs approved by the Graduate Faculty and the Board of Regents were: Master of Arts in Speech and Drama, Master of Science in Urban Education and the Specialist in Education degree with a major in counseling and guidance.<sup>13</sup>

Enrollment in the Graduate College, as shown in Exhibit 1 in the Appendixes, had increased to eight hundred fifty-two students for the fall semester of 1967. Exhibit 2 shows that there were fifty-one Master

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<sup>12</sup>Gustave Arlt, "The Future of Graduate Education," Graduate School Chronicle, Vol. III, No. 1, University of Maryland, Autumn, 1969.

<sup>13</sup>"Minutes of the Graduate Faculty," 1966-1968, op. cit. (Although the Specialist in Education degree with a major in counseling and guidance was approved, it was never offered because the accrediting associations wanted the institution to build up the resources deemed necessary for the degree.)

of Arts degrees awarded representing eight major fields.<sup>14</sup> Exhibit 3<sup>72</sup> shows that there were two hundred forty-two Master of Science degrees representing twenty different majors awarded during this period.<sup>15</sup> Six Master of Business Administration degrees and two Specialist in Education degrees were awarded between 1966 and 1968 (Exhibits 4 and 5).

Exhibit 6 shows that honorary doctoral degrees were conferred upon Frank H. Gorman, Dean of the College of Education; John W. Lucas, Dean of the College of Business Administration, Anson D. Marston, Dean of the College of Engineering; and Harry L. Rice, former University of Omaha Mathematics Professor.

In September, 1967, there were eighty-two graduate assistants appointed representing fifteen departments. (Exhibit 8). The consistent growth in this program represents the interest displayed by both faculty and students. Although problems concerning the status of assistants and the difference in assistantship responsibilities, in and among the various departments, had not been entirely resolved, the steady growth of the program was indicative of its success.

The Graduate Bulletin, 1967-1968, listed three hundred fifty-two courses which had been approved for graduate credit; the number of Graduate Faculty members totaled ninety-seven.<sup>16</sup>

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<sup>14</sup>The names of the students, their theses titles and the departments in which the degrees were earned have been compiled and are filed in the Thesis Material Compendium, op. cit., "M."

<sup>15</sup>The names of the students and the departments in which the degrees were earned have been compiled and are filed in the Thesis Material Compendium, op. cit., "M."

<sup>16</sup>The Graduate Bulletin, 1967-1968, (President's Office, University of Nebraska at Omaha).

Measures taken during this period to improve the quality of graduate education included the establishment of the Academic Standards and Curriculum Committee, the enlargement of the Graduate Faculty, the updating of the graduate courses syllabi file and the implementation of a form to grant special approval for teaching graduate-level courses.

## Chapter 8

### SUMMARY AND CONCLUSION

Graduate education at the University of Omaha developed from a small informal program in its formative years to a time of dynamic growth by the 1950's and 1960's. Through the efforts of dedicated and serious administrators and faculty members throughout these years, a well established and dynamic Graduate College existed when the University became a State institution. This study was undertaken to investigate the growth and development of the Graduate College, the rules and regulations which accompanied this growth, and to record the major events which contributed to the growth of graduate education at the University of Omaha prior to the time of the merger with the University of Nebraska on July 1, 1968.

During the period from 1919 to 1931, there were few formal rules and regulations governing the administration of graduate education. The programs of studies of students who earned the Master's degree during this era consisted of courses which had been approved for graduate credit for each student, individually, by conferring with faculty members and administrators. As one faculty member of many years standing recalled, the programs were a "make-shift" arrangement.

In 1932, President Sealock established a Graduate Committee because he wanted the University to do a certain amount of graduate work in such fields as sociology, psychology, history and economics.



He believed that the faculty in these areas was stronger and better prepared to offer graduate work. Thirteen students were enrolled for graduate courses in September, 1932.

In 1937, however, graduate education at the University of Omaha ceased when the University of Nebraska, Lincoln, conducted graduate courses in Omaha which were held at Central High School and students at the University of Omaha were encouraged to enroll in these courses for their graduate work.

In 1941, when a sub-committee of the Committee on Graduate Studies concluded that graduate education was an obligation of the school to the community which the University of Omaha should discharge, graduate courses were once again offered by the institution. Some of the rules and regulations regarding graduate education which were formulated during the 1932-1942 period were so effective that they were still in use at the time of the merger.

In 1942, Hobart Corning, Superintendent of the Omaha Public Schools, requested that the University of Omaha offer graduate work for the teachers of Omaha. As a result, the Committee of Graduate Studies was reorganized and strengthened to accommodate this request. Everett M. Hosman, Dean of the College of Adult Education, was made Chairman of the Committee, a position he held until he retired in 1953. By September, 1944, there were thirty students enrolled for graduate credit. By the early 1950's the graduate program had shown significant growth. Master of Science degree programs were begun in 1948 and overall graduate enrollment reached one hundred eighty-one by September of 1953.

In 1954, Dr. Roy M. Robbins came to the University of Omaha to

became the Director of the Graduate Division. His first duties consisted of establishing a Graduate Office apart from the College of Adult Education where graduate education had been housed prior to that time, and to appoint a Graduate Council which he did in consultation with President Milo Bail. Dr. Robbins also established a syllabi file of graduate courses which facilitated in more effeciently monitoring graduate course offerings for class schedules and accreditation teams. The graduate internship program was established while Dr. Robbins was the head of the Graduate Division. The internship program was a great step toward attracting well qualified students from other undergraduate colleges to the University of Omaha to pursue their graduate studies. Through the mailing of brochures and the employment of students from other colleges to fill internship positions, the internship program aided greatly in adding to the stature nationally of the graduate programs of the University of Omaha. By 1958, when Dr. Robbins resigned as head of the Graduate Division, there were three hundred five graduate students.

After John Horner and Donald Emery headed the Graduate Division for brief periods, George Rachford became the first full-time Director in 1960. During Dr. Rachford's years as Director from 1960 to 1966, the Graduate Council membership was increased in order to represent better the increased number of graduate students and to administer graduate-education business such as implementing new degree programs. In 1962, the Graduate Record Examination became an admission requirement in order to help in the evaluation of students' ability to pursue graduate work.

The title of the Director of graduate education was changed to "Dean" in 1965; and, at the same time, the Graduate Division became "The College of Graduate Studies." Later it was changed to "The Graduate College." The Graduate Bulletin, 1965-1966, listed seventy-one members of the Graduate Faculty; graduate student enrollments increased to seven hundred ninety-five for this same period.

In 1966, when Dr. Rachford became Vice President for Campus Development, Elton S. Carter became the Dean of the Graduate College. One of Dean Carter's first duties was to review and to update the syllabi file of courses carrying graduate credit. He designed a form used for granting special approval to teach courses for graduate credit for those instructors who were not yet members of the Graduate Faculty. This form proved especially beneficial for accrediting teams' visitations. Also in 1966, the Graduate Council disbanded and its authority and responsibility for policies concerned with graduate education were delegated to the Graduate Faculty. The Graduate Faculty established its Academic Standards and Curriculum Committee which is structured so that the academic departments and the graduate student body are represented and involved in policy-making decisions affecting graduate education. This was a democratic move and in line with the current trend toward involving all segments of the University in the decision-making process of the institution.

By September, 1967, enrollment of graduate students had increased to eight hundred fifty-two and the Graduate Bulletin, 1967-1968, listed three hundred fifty-two courses which had been approved by the Graduate Faculty for graduate credit. Not only had the administrative staff of the Graduate College been enlarged with the addition of an assistant

graduate dean, but the office force had grown from one part-time secretary in the formative years of the Graduate College to three secretaries and a student assistant.

By the time of the merger on July 1, 1968, four hundred twenty-one Master of Arts degrees and eleven hundred seventy-nine Master of Science degrees had been awarded by the University of Omaha. This is indicative of the essential education emphasis of the graduate programs. Six students had earned the Master of Business Administration degree which was a new degree authorized in 1966. Two students had earned the Specialist in Education degree which had been authorized by the Board of Regents in 1960. This shows that before the merger, post-Master's degree programs were beginning to emerge. By the time of the merger, one honorary Master of Arts degree and twenty-four honorary doctoral degrees had been conferred by the University of Omaha.

The historical development of graduate education at the University of Omaha shows the firm base on which the programs have been built. The viable program which existed at the time of the merger and the efforts at meeting the needs of students and the community indicate that the graduate enrollment will continue to increase. There is ample reason to believe that new graduate course offerings and graduate programs will continue to be designed and offered on the same sound base to meet the needs of graduate students and the community. It is probable that there will continue to be individuals at the institution interested in maintaining and strengthening the integrity and status of the Graduate College.

Three recommendations are proposed as constructive suggestions

to help maintain and protect the history of graduate education at this institution. It is proposed that the minutes of the Graduate Committee, Graduate Council and Graduate Faculty meetings be permanently bound in order to preserve these documents for future reference. It is further proposed that books and publications of the first recipients of the Master of Arts degree from this institution which were collected by the writer of this thesis be deposited in the Gene Eppley Library. It is also proposed that the statistics on degree production, tabulated by major area and year, which were compiled during the writing of this thesis be updated and continued. This information is valuable as a measure of degree production and would be helpful in determining whether certain majors should be continued or phased out.

Graduate education has expanded so rapidly that some of the academic disciplines are discovering their degree production is larger than the market for their graduates; consequently it is recommended that each department review its programs and develop techniques to examine their effectiveness, both in quality and quantity.

Graduate education is standing on the threshold of major changes and improvements; more interdisciplinary programs which relate to the community and urban problems should be considered because interest and concern is currently in these areas.

Graduate education is a growing, powerful and energetic field. Indications are that the merger of the Municipal University of Omaha with the University of Nebraska will accelerate the expansion and growth of graduate education at the University of Nebraska at Omaha if this growth is not curtailed by lack of funds. It is hoped that this

study of graduate education from its inception to the strong program it<sup>80</sup>  
is today will be of real value to the future of the Graduate College at  
the University of Nebraska at Omaha.

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## APPENDIXES

## BIOGRAPHICAL SKETCHES

## BIOGRAPHICAL SKETCH

of

John Wesley Beard



Illustration 15

John Wesley Beard

John Wesley Beard earned the Master of Arts degree at the University of Omaha in 1919.

He was born on January 31, 1883, in Kirwin, Kansas, and traveled with his family to South Dakota in a covered wagon. He earned the Bachelor of Arts degree from Occidental College in Los Angeles, graduated from the Omaha Presbyterian Theological Seminary in 1910, and earned the Master of Arts degree from the University of Omaha in 1919.

Albany College, Portland, Oregon, which is now Lewis and Clark College, conferred an honorary Doctor of Divinity degree upon him in 1929.<sup>1</sup>

In 1910, Chaplain Beard began his ministerial career at a church in Randolph, Nebraska. Some of his later ministerial assignments included Kapowsin and Hoquian in the State of Washington. Lester E. Calder, a friend of John Beard, recalled:

It was most interesting because of Beard's experiences with the tough loggers and how he would fight and be rough when the occasion arose. The town of Kapowsin was rough enuf (sic) to be a real challenge to Beard.

He then went to Grays Harbor as a sky-pilot for the church in the Polson Logging Company logging camps and made his reputation with the loggers.<sup>2</sup> He was a "he-man" and the loggers liked and respected him.

John Beard served as pastor of Mt. Tabor Presbyterian Church, Portland, Oregon, for twenty-five years (1923-1948) where he became a popular "marrying" minister.

John Beard served in both World War I and World War II. In World War I he was known as the "fighting Chaplain" because of his daring and exceptional rescue work performed on the battlefields. He was a sky pilot for the 191st Division in France. (The term "sky pilot" is a slang expression for clergyman<sup>3</sup> and is used quite frequently in articles about John Beard.) He received the Croix de Guerre award from the French Government as well as the Silver Star from the United States Government for gallantry during World War I. Sylvan Owen West,

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<sup>1</sup>The Oregonian (Portland, Oregon), November 11, 1951, p. 28, (Thesis Material Compendium), "B."

<sup>2</sup>Letter from Lester E. Calder to author, June 8, 1970, (Thesis Material Compendium), *ibid.*

<sup>3</sup>Clarence L. Barnhart, The American College Dictionary (New York: Harper and Brothers Publishers, 1953), p. 1134.

a fellow soldier, wrote the following:

Sunday, the sixth of October, brought us the rumor that our Division was to be withdrawn from the front, the rumor probably originating from the fact that the 182nd Brigade had come back and was camped in the woods near us. The morning was bright and warm, with a thin gray haze hanging over the woods. Chaplains Rcxroad and Beard had announced that they would hold church services at the usual hour, and a large crowd assembled in the open space along the track. For fear of attracting the attention of stray aeroplanes, the Chaplains requested the men to break up into smaller groups under the trees, then standing there with background of all that pertained to war, with his congregation screened from enemy observation only by trees, with the sound of cannon in their ears, was preached a sermon that will never be forgotten by those whose good fortune it was to be present. The word thus spoken in this setting was brought home thrice forcefully since all knew that our Chaplains Beard and Rexroad<sup>4</sup> had been doing heroic work with the men in the front lines.

John Beard at one time served as the Senior Chaplain of the Oregon National Guard, and when he died in 1951, he was serving as Chaplain at the Portland Veterans' Hospital.

Chaplain Beard made a hobby of "on the spot historical research" by retracing the trails of pioneers on their travels west. In 1948, he and his wife who was sixty-two years old at the time, retraced the Old Oregon Trail from Gresham, Oregon, to Independence, Missouri, on horseback. They camped out all of the way and the trip took four months and thirteen days. He wrote a book about the trip entitled Saddles East. He also retraced the three-thousand mile journey of Dr. John McLaughlin, founder of Fort Vancouver. This trek was made by canoe through the wilderness of Canada and took four months. His other treks included a twelve-hundred mile canoe trip down the Missouri River and a canoe trip down the length of the Columbia and Willamette

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<sup>4</sup>Letter from Sylvan Owen West to author, June 10, 1970, (Thesis Material Compendium), op. cit., "B."

rivers--all taken in his canoe which he named the "Red Wing." He twice rode the Barlow Trail from The Dalles to Oregon City on horseback.<sup>5</sup>

## BIOGRAPHICAL SKETCH

of

Mary Putnam Denny

Mary Putnam Denny also received the Master of Arts degree from the University of Omaha in 1919. She had earned a Bachelor of Arts degree from Bellevue College in 1916.<sup>6</sup> Miss Denny served as Chaplain and Sunday School Superintendent for over thirty years at the Christian Home for Children, a non-sectarian orphanage in Council Bluffs, Iowa, which has been managed continuously since it was founded in 1882 by members of the D. A. Lemen family. Miss Denny wrote many poems which were printed in the Christian Home Newspaper--a newspaper which has a wide circulation among donors to the Christian Home for Children.<sup>7</sup> She was a member of the Iowa and Indiana State Federation Poetry Club and a member of the Daughters of the American Revolution.<sup>8</sup>

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<sup>5</sup>The Oregonian, op. cit.

<sup>6</sup>The Christian Home for Children, Business Office, Council Bluffs, Iowa.

<sup>7</sup>Christian Home Newspaper, The Christian Home for Children, Council Bluffs, Iowa, April 12, 1955.

<sup>8</sup>The Council Bluffs Nonpareil, March 29, 1955.



## BIOGRAPHICAL SKETCH

of

J. George Dorn



Illustration 16

J. George Dorn

Reverend J. George Dorn received the Master of Arts degree from the University of Omaha in 1922.

He received a Bachelor of Arts degree from Midland College, Fremont, Nebraska, when it was still located in Atchison, Kansas; a Bachelor of Divinity degree from the Western Theological Seminary in Atchison, Kansas; and an honorary Doctor of Divinity from Midland College when he was serving as a member on the Board of Directors of

that institution.<sup>9</sup>

Through the efforts of Reverend Dorn, five hundred thousand dollars were raised for Midland College when it was moved from Atchison, Kansas to Fremont, Nebraska.<sup>10</sup>

During his career as a minister, Reverend Dorn built four new buildings: one in Ottumwa, Iowa, and three mission churches. He was the first Associate Pastor of Kountz Memorial Church in Omaha, serving in that capacity for over eight years. In 1926, Reverend Dorn "aided the Kountze Memorial Church materially in achieving and holding the record for having the largest Lutheran Congregation in America."<sup>11</sup> From that position, he accepted a call to the Hollywood, California, Lutheran Church. While he was located in Hollywood, he preached the Easter sermons from the great Hollywood Bowl for five years; his Easter sermons were broadcast around the world by short-wave radio.<sup>12</sup>

In 1942, he became the Pastor of St. Mark's Lutheran Church in San Francisco. He also served as chairman of the King George Hotel Service Center where servicemen heading for the Pacific Theatre during World War II found spiritual comfort. As an author, he prepared articles and publications, and his Good Friday Service was so admired by pastors in North America and Australia that forty thousand copies were ordered.

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<sup>9</sup>Letter from J. George Dorn to author, March 11, 1970, (Thesis Material Compendium), "d."

<sup>10</sup>Ibid.

<sup>11</sup>Evening World Herald (Omaha), December 24, 1926.

<sup>12</sup>"The Sunday Messenger," April 20, 1969, St. Marks Lutheran Church, (Thesis Material Compendium), op. cit., "D."

Reverend Dorn was guided to a new and exciting ministry upon retirement from St. Mark's Lutheran Church. He served as Chaplain on ships cruising to the Orient, South Pacific and West Indies.<sup>13</sup>

#### BIOGRAPHICAL SKETCH

of

Frankie Walter



Illustration 17

Frankie Walter

Miss Frankie Walter received the Master of Arts degree in 1922.

Miss Walter was born near Wahoo, Nebraska, November 12, 1886;

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<sup>13</sup>Ibid.

earned a Bachelor of Arts degree from Cotner College, Lincoln, Nebraska in 1919; and another Master of Arts degree from Columbia Teachers College in New York in 1925.<sup>14</sup>

During her lifetime, she served as a rural school teacher, principal of a grade school, principal of a high school, director of educational and psychological testing of public schools, university instructor (she was on the University of Omaha faculty in 1921 as a professor in psychology), and clinical educational instructor and psychologist. These positions were held in several midwestern states and New York. In 1934, Fun in Playland, a beginning reader edited by Miss Walter was published.<sup>15</sup> She was Director and Supervisor of Elementary Education at Rapid City, South Dakota, and an extension instructor for the University of South Dakota at the time. Fred Gray Stevenson, Ann Arbor, Michigan, stated in the foreword of her book:

Quick mastery of the pre-primer printed page is necessary to initiate a favorable attitude toward reading on the part of the beginner, and we know now that the attitude of the beginner means much in determining the attitudes and the habits of his later years. Trick devices and pretty pictures stimulate interest in the reading book, but mastery of the reading process itself from the very start is a prime necessity in teaching a child to read and to like reading. Miss Walter's contribution to beginning reading is a pre-primer textbook scientifically worked out to achieve these objectives.

Miss Walter's material and method have proved their merit through eight years of use with individual children, in demonstration classes, and in regular classroom work in several cities. The size of page and type, the length of line, the carefully worked out vocabulary, the repetitive use of words and of ideas make it possible for children to get a feeling of mastery--of being able to read--from the start. It is because of the unusual results obtained in primary

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<sup>14</sup>Biographical Sketch by Miss Frankie Walter, February 15, 1968, (Thesis Material Compendium), "W."

<sup>15</sup>Frankie B. Walter, Fun in Playland, A Beginning Reader, (Chicago: Follett Publishing Company, 1934).

reading in the school system for which he was responsible as superintendent, and because of his continuing interest both in practice and in research in the field of elementary education,<sup>16</sup> that the writer has recommended the publication of this book.

In 1970, Miss Walter resided at the Redman Nursing Home, Omaha, Nebraska; because of her illness, it was not possible to interview her personally.

#### BIOGRAPHICAL SKETCH

of

Norman E. Nygaard



Illustration 18

Norman E. Nygaard

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<sup>16</sup> Ibid.

In 1923, Norman E. Nygaard received a Master of Arts degree from the University of Omaha.

He was born in Minneapolis, Minnesota, 1887, and graduated from Macalester College in St. Paul, Minnesota. He served in World War I as a non-commissioned officer and after the war, attended the University of Montpelier in France for a semester. In 1923, the year he earned the Master of Arts degree, he also graduated from the Presbyterian Theological Seminary in Omaha where he studied under Dr. Daniel Jenkins. He later was awarded the Doctor of Divinity degree from Tarkio College, Tarkio, Missouri, and the Doctor of Letters degree from Macalester College, St. Paul, Minnesota.<sup>17</sup>

After receiving the Master of Arts degree from the University of Omaha and the Bachelor of Theology degree from the Omaha Presbyterian Theological Seminary, he and Mrs. Nygaard went to Colombia, South America, where they were engaged in educational work. They were later put in charge of churches and schools in the area of Cartagena, Colombia, and the River Sinu.

His pastorates included the First Presbyterian Church of Kimball, Nebraska; the First Presbyterian Church of Los Angeles, California; and the Park Central Presbyterian Church of Syracuse, New York. In 1970, he was serving as minister of visitation in the Woodland Hills Presbyterian Church, Woodland Hills, California.

While traveling on horseback through the jungles of the upper Sinu, he gathered material for his first novel, Deep Forest. Altogether,

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<sup>17</sup>Letter from Norman Nygaard to author, March 25, 1970, (Thesis Material Compendium), "N."

he has written twenty-six books, but he is probably best known for editing Strength for Service to God and Country. Millions of copies of this pocket-size book were distributed to servicemen during World War II.<sup>18</sup>

#### BIOGRAPHICAL SKETCH

of

William Kochheim



Illustration 19

William and Mrs. Kochheim

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<sup>18</sup> Norman E. Nygaard, Trumpet of Salvation, (Grand Rapids: Zondervan Publishing House, 1961).

Reverend William Kochheim received the Master of Arts degree from the University of Omaha in 1927.

Reverend Kochheim of Moot, North Dakota, became the pastor of Zion East Gladstone German Evangelical Church, Fairbury, Nebraska, in 1919. Before that time, both he and his wife had been highly education in Europe. It is said that his "heavy European education of seminars--arts and classics--was outstanding with a solid study of music and all instruments--including the care and repair of instruments--to the largest pipe organ." Both Reverend and Mrs. Kochheim's training had included instrumental and voice education in sacred and classical music.<sup>19</sup>

He conducted worship services at Zion East Gladstone German Evangelical Church in both German and English. He never needed a manuscript to preach--"just a few lines to outline the message and the gift of tongue existed."<sup>20</sup>

In 1923, the Kochheims came to Omaha from Fairbury to further his American education at the University of Omaha where he earned a Bachelor of Arts degree in 1926 and a Master of Arts degree in 1927. He subsequently received a Master of Theology degree.

His ministries included the Gethsemane Evangelical Church in Chicago from 1929 to 1936; and when he retired in 1957, he was serving the ministry in Baltimore, Maryland. After his retirement, he returned to Germany where he was an Army Chaplain to the United States Armed Forces in Heidelberg. He passed away on November 29, 1969.<sup>21</sup>

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<sup>19</sup>Letter from Emilie Dykman to author, March 17, 1970, (Thesis Material Compendium), "K."

<sup>20</sup>Ibid.

<sup>21</sup>Fairbury Journal-News, July 18, 1969.



## BIOGRAPHICAL SKETCH

of

John Henry Steger



Illustration 20

John Henry Steger

Reverend John Henry Steger also received the Master of Arts degree in 1927.

John Steger was born February 19, 1879, in Illesheim, Bavaria, Germany. He enrolled in the Mission House College of Basel, Switzerland, in August, 1898, and received the Doctor of Divinity degree from there in 1904. While at Basel, he studied to become a missionary on the Gold Coast in Africa, but medical examinations revealed that he would be unable to endure the climate. He then taught for two terms at a

boys school in Neuwied, Moravia. In 1905, he came to the United States and joined the Evangelical Synod of North America. He became an ordained minister of that Synod by attending the Eden Theological Seminary, Graduate School of Theology, at Webster Grove, Missouri, graduating from there in June of 1906.

His pastorates included Peotone, Illinois; West Point, Tilden, Plattsmouth and Columbus, Nebraska; and Hamberg and Shelby, Iowa.

He earned a Bachelor of Arts degree and a Master of Arts degree from the University of Omaha in 1926 and 1927, serving as a minister in Plattsmouth at the time. While studying at the University of Omaha, he collaborated with Dr. Earl Sullenger, the Head of the Department of Sociology, in research and edited a manuscript on the social conditions in Douglas County. He wrote many articles for a variety of church magazines and publications, and also wrote editorials for the Omaha Daily Tribune, a German language newspaper. Reverend Steger died in Rising City, Nebraska, in 1942.<sup>22</sup>

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<sup>22</sup>Letter from Fred W. Steger to author, March 22, 1970, (Thesis Material Compendium), "S."

## BIOGRAPHICAL SKETCH

of

Charles Evans White



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Charles Evans White

In 1931, Charles Evans White received a Master of Arts degree. This was the first Master's degree awarded after the University of Omaha became a municipal institution on May 6, 1930.<sup>23</sup>

Mr. White had previously received a Bachelor of Arts degree from Marietta College, Marietta, Ohio, in 1911; a Bachelor of Science degree from Colorado Agriculture College in 1915; and a Bachelor of

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<sup>23</sup> Newspaper articles on file in the library of Technical High School, Omaha, Nebraska.

He was a teacher at Technical High School, Omaha, Nebraska, from February, 1921, to September, 1953, where he taught social studies, industrial woodshop, and coached football and track.

Mr. White stated:

When I was a youngster back at Marietta University, one Professor Joseph Manley, who taught Greek . . . gave me the urge or inspiration to strive for all the learning I could get. He never preached, but somehow he got the message across to me and was a great help in those early days. I have never had any ambition for learning for what it might bring me in a remunerative way. I've just wanted it, as a young fellow in high school might want it. Only the farther I've gone the more<sup>25</sup> interested I've become, and the years have gone slipping by.

Mr. White was one of a large family which lived in Ohio. His father died when Charles Evans was only six years old and so to go to school at all was a struggle. In school he participated in all sports including boxing, and his aptitude for sports continued through his college days. In Marietta Academy at sixteen years of age, he was a star in both baseball and football. At Marietta University, his ability to help others with German, which was an especially easy subject for him, earned him the nickname of "Dutch."

In the fall of 1914, he came to Council Bluffs High School, now Abraham Lincoln High School, as a teacher to introduce a program in school gardens. He not only developed the school garden project, but in 1915 became athletic director at the high school. Under his leadership, the athletic program grew rapidly.

Dr. Daniel Jenkins, President of the University of Omaha at

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<sup>24</sup>Ibid.

<sup>25</sup>Ibid.

the time, persuaded Charles Evans White to work for the Master's degree. At Dr. Jenkins' suggestion, he took up individual work in economics with Dr. F. K. Krueger, but after he studied with Dr. Krueger for a year, Dr. Krueger moved east. This ended his pursuit for a Master's degree in economics, but he was also interested in law, and after three years of work every night after school at the University of Omaha night law school, he was graduated with the Bachelor of Laws degree in 1924.

He then began work on a Master of Arts degree in sociology under the tutelage of Dr. T. Earl Sullenger, and earned this degree in 1931. Mr. White stated:

I haven't regretted a moment of the time I have devoted to this continued schooling. Schooling is my life and the big reason I have stayed with coaching through all these years is the fact that I like boys--and I am egotistical enough to believe they like me.<sup>26</sup>

The Omaha World Herald printed the following article about him on April 16, 1956:

Dutch White, Omaha's legendary track personality, was moved to tears Saturday afternoon. The emotional display was rather out of character for the hardened campaigner who won more Intercity League and Nebraska State track championships than any other coach. But if ever in his career he had reason to cry, this was the moment.

Dutch was in the midst of saying, "you have bestowed on me today the greatest honor to come to any one." His voice cracked in the middle of the words--about the time the sign "Dutch White Field" went up at the east end of the Tech track.

"Now we're at the end of the road," said the genial 69-year old fellow. "I can never do anything . . . ." and from there most of his words were muffled. "Thanks a million . . . God bless you."<sup>27</sup>

Dutch White retired from the teaching profession in 1953 after thirty-two years as Tech track coach, but the Dutch White Relays became an annual high school event and will keep the memory of him alive. He

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<sup>26</sup> Ibid.

<sup>27</sup> Ibid.

died March 4, 1967, at the age of eighty.<sup>28</sup>

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BIOGRAPHICAL SKETCH

of

Kate McHugh



Illustration 22

Kate McHugh

An honorary Master of Arts degree was conferred in June, 1919. It was the only honorary Master's degree ever conferred by the University of Omaha. In the Trustees' Minutes dated June 4, 1919, the motion was made:

President Jenkins reported that the faculty has considered

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<sup>28</sup>Ibid.

the matter of recommending that the degree of Master of Arts be conferred upon Miss Kate A. McHugh and that formal action be taken by the faculty making such recommendation. This action was in recognition of the splendid services Miss McHugh had rendered the University, and in appreciation of her work in Omaha and the State of Nebraska in the interest of education. All members present concurred in the expressions of President Jenkins, and Mr. Gordon, moved, seconded by Dr. Vance, that the degree of Master of Arts be<sup>29</sup> conferred upon Miss Kate A. McHugh as recommended by the faculty.

Miss McHugh entered the teaching profession when she was sixteen years old. She became principal of Galena, Illinois, High School after having taught for a period of twelve years. She was the first woman principal in Galena, and served in this capacity for five years.

Kate McHugh came to Omaha in 1903 and taught English and history at Central High School. After serving as Head of the English Department at Central she became Assistant Principal in 1905. There were many objections to her holding this position because it was the first time a woman held such a position in Omaha.

She believed that in order to mold character, a teacher must develop the power to draw student interest and understanding. She felt that English Literature was the most important subject, but she also believed in athletics--and honesty in athletics.<sup>30</sup>

In 1911, Kate McHugh became Principal of Central High School and served in this capacity until 1914. When she retired as Principal, a banquet was given in her honor at the Happy Hallow Country Club,

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<sup>29</sup>"Trustees' Minutes, 1908-1931," op. cit.

<sup>30</sup>Letter from Joseph Chase to author, March 13, 1970, Omaha Public Schools, (Thesis Material Compendium), "M."

then located where Brownell Hall now stands.<sup>31</sup> Approximately three hundred guests attended. After her retirement as Principal at Central High School, she joined the Faculty at the University of Omaha and taught English at this institution from 1914 to 1920. Her portrait was hung on the walls at Central High School and the University of Nebraska at Omaha. She passed away in May, 1931.<sup>32</sup>

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<sup>31</sup>Happy Hollow Club, Omaha, Nebraska

<sup>32</sup>Letter from Joseph Chase to author, op. cit.



## BIOGRAPHICAL SKETCH

of

James Harvey Kerns

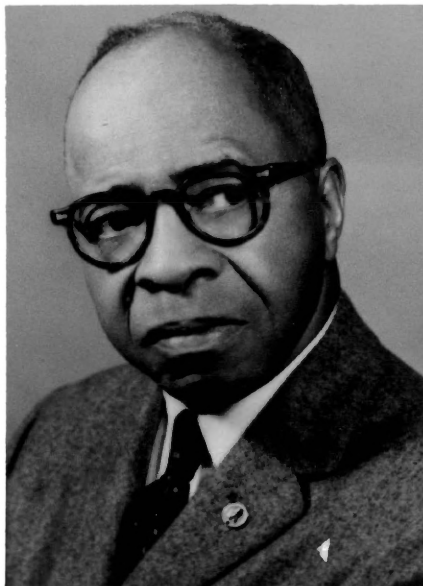


Illustration 23

James Harvey Kerns

Mr. Kerns wrote:

As a professional social worker, my entire career has been with the Urban League movement. In this connection I have addressed student groups at leading universities including Tulane University, New York University, Xavier University in New Orleans, and Dillard University. I have also served as a consultant to a number of municipal, state and federal agencies on race relations since leaving Omaha University.<sup>33</sup>

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<sup>33</sup>Letter from James Harvey Kerns to author, March 13, 1970, (Thesis Material Compendium), op. cit., "K."

Mr. Kerns received a Bachelor of Arts degree from Livingston College, Salesbury, North Carolina. He also attended the Graduate School of Applied Social Studies at Western Reserve University. For more than thirty years, Mr. Kerns has been in Urban League work. He served as executive director of Urban Leagues in Milwaukee, Wisconsin; Omaha, Nebraska; Cincinnati, Ohio; Baltimore, Maryland; Westchester County, New York; and New Orleans, Louisiana. He made economic and cultural surveys of Negroes in Hartford, Connecticut; Springfield, Massachusetts; Tulsa, Oklahoma; Oklahoma City, Oklahoma; Dayton, Ohio; New Orleans, Louisiana; Gary, Indiana; Richmond, Virginia; and Knoxville, Tennessee.

Mr. Kerns has received the Lane Bryant Award for distinguished service in Human Relations and was cited as the Frontiersman of the Year by the Frontiers International in 1964.

In 1970 he was located in the Southern Regional Office of the National Urban League, Atlanta, Georgia, where he was serving as Associate Director in charge of new Urban League development.<sup>34</sup>

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<sup>34</sup> Ibid.

## EXHIBITS

## Exhibit 1

## ENROLLMENTS FOR GRADUATE CREDIT

September, 1931 to June, 1968\*

Academic Year	First Semester	Second Semester	First Summer Session	Second Summer Session
1931-1932.....	8			
1932-1933.....	13			
1933-1934.....	8	9		
1934-1935.....	13	10		
1936-1937.....	12	17		

Statistics for graduate students for the period  
September, 1937, through June, 1944, were un-  
available.

1943-1944.....			35	10
1944-1945.....	30	58	37	26
1945-1946.....	57	63	51	28
1946-1947.....	76	87	60	26
1947-1948.....	120	91	102	47
1948-1949.....	119	110	123	50
1949-1950.....	151	138	162	77
1950-1951.....	143	174	(Total 256 for both sessions)	
1951-1952.....	169	193	(Total 244 for both sessions)	
1952-1953.....	178	219	186	103
1953-1954.....	181	205	178	102
1954-1955.....	217	207	198	118
1955-1956.....	204	187	153	120
1956-1957.....	201	225	199	104
1957-1958.....	253	235	208	157
1958-1959.....	305	280	222	118
1959-1960.....	367	326	252	117
1960-1961.....	402	416	267	131
1961-1962.....	447	381	283	150
1962-1963.....	550	485	337	200
1963-1964.....	465	449	339	176
1964-1965.....	780	503	382	183
1965-1966.....	795	601	470	233
1966-1967.....	863	680	550	277
1967-1968.....	852	890		

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\*Enrollment Reports, (Registrar's Office).

## MASTER OF ARTS DEGREES

## AWARDED BY DEPARTMENTS ACCORDING TO THESIS CHAPTERS\*

Departments	1909- 1931	1932- 1942	1943- 1953	1954- 1960	1961- 1966	1967- 1968	Total
Biology.....						1	1
Education							
Education.....		10	35	15	8	1	69
College Business Management				1	4		5
Guidance.....		1	1	5	2		9
Nursing Education.....				2	5		7
Special Education.....				1	1	2	4
English.....		6	8	8	20	14	56
Foreign Language.....		1					1
General Science.....					2	1	3
Geography.....						1	1
Government.....			1	1			2
History.....		4	6	18	51	19	98
Psychology.....		5	25	47	27	6	110
Sociology.....	1	11	14	7	9	6	48
Unclassified.....	7						7
TOTAL	8	38	90	105	129	51	421

\*Commencement Programs, (Registrar's Office); Degrees Earned File, (Graduate College).

## Exhibit 3

## MASTER OF SCIENCE DEGREES

## AWARDED BY DEPARTMENTS ACCORDING TO THESIS CHAPTERS\*

Departments	1909- 1931	1932- 1942	1943- 1953	1954- 1960	1961- 1966	1967- 1968	Total
Biology.....					5	22	27
Education							
Administration							
Elementary Administration...				12	45	22	79
Public School Administration			58	135	10		203
Secondary Administration....				12	44	23	79
College Business Management....				3	4	3	10
Counseling and Guidance.....			17	25	50	28	120
Education.....			95	18	1	1	115
Elementary Education.....			11	62	70	43	186
Foundations of Education.....				2	4	1	7
Master Teacher.....			3	9	8		20
Nursing Education.....			3	6	6	1	16
Secondary Education.....			7	45	85	28	165
Special Education							
Reading.....					1	18	19
Special Education.....			6	8	6		20
Teaching the Deaf.....					22	6	28
Teaching the Mentally Retarded					2	6	8
Speech Therapy.....					8	15	23
Geography.....						1	1
Mathematics.....						4	4
Psychology							
Psychology.....					1	3	4
Educational Psychology.....					21	8	29
Industrial Psychology.....					4	7	11
Sociology.....					3	2	5
TOTAL			200	337	400	242	1179

\* Commencement Programs, (Registrar's Office); Degrees Earned File, (Graduate College).

## Exhibit 4

MASTER OF BUSINESS ADMINISTRATION<sup>4</sup>January, 1968

J. D. Clemmer  
Ronald A. Kott

June, 1968

Derald L. Bramlett  
Masoud Hariri  
John Allan Krecek  
Ronavan R. Mohling

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<sup>4</sup>"Degrees Earned File," Graduate College.

## Exhibit 5

SPECIALIST IN EDUCATION<sup>5</sup>January, 1967

Wade John Bruggeman, "Title III of the National Defense Education Act--  
An Analysis of Activities in Iowa During the 1964-65 School Year"

Donald Gries, "An Evaluation of the Charter Oak-Ute Community School,  
Charter Oak, Iowa"

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<sup>5</sup>"Degrees Earned File," Graduate College.



## Exhibit 6

## HONORARY DOCTORAL DEGREES\*

<u>Receipient</u>	<u>Year</u>
<u>Honorary Doctor of Letters</u>	
Sarah H. Joslyn	1937
<u>Honorary Doctor of Science</u>	
Glenn L. Martin	1945
Albert C. Wedemeyer	1965
Harry L. Rice	1968
Anson D. Marston	1968
<u>Honorary Doctor of Laws</u>	
Rowland Haynes	1948
Stanton Willard Salisbury	1949
Eugene C. Eppley	1956
Arthur Ellsworth Stoddard	1956
Peter Kiewit	1958
V. J. Skutt	1958
J. B. MacGregor	1960
William Herzog Thompson	1960
Harry Axel Burke	1962
Jacob J. Isaacson	1963
Wilfred Gladstone Payne	1963
Edwin P. Neilan	January, 1964
Roderic Baird Crane	1964
Everett Mills Hosman	January, 1965
Carl W. Helmstadter	1966
John W. Lucas	1968
<u>Honorary Doctor of Humane Letters</u>	
Philip Milo Bail	January, 1965
Frank H. Gorman	1967
<u>Honorary Doctor Artes</u>	
Reuben G. Gustavson	1966

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\*President's Office, University of Nebraska at Omaha.

FIRST GRADUATE FACULTY<sup>7</sup>

March 19, 1954

Frederick W. Adrian.....History  
Ph.D., Ohio State University, 1942; Associate Professor of History.

Herbert Berry.....English  
Ph.D., University of Nebraska, 1953; Assistant Professor of English.

Stanley E. Davis.....Education  
Ph.D., Ohio State University, 1953; Assistant Professor of Education;  
Head, Reading Improvement Laboratory.

Donald G. Emery.....Education  
Ph.D., University of Iowa, 1949; Dean, College of Adult Education;  
Associate Professor of Education.

Frank H. Gorman.....Education  
Ph.D., University of Missouri, 1931; Dean, College of Education;  
Professor of Education.

Robert D. Harper.....English  
Ph.D., University of Chicago, 1949; Associate Professor of English.

Frances Holliday.....Education  
Ed.D., George Washington University, 1949; Associate Professor  
of Education; Head, Department of Elementary Education.

Thadeus C. Johnston.....Education  
Ph.D., University of Oklahoma, 1953; Assistant Professor of Education;  
Head, Department of Secondary Education.

Jay B. MacGregor.....Education  
Ph.D., State University of Iowa, 1931; Professor of Education;  
Dean of Student Personnel.

John MacRae.....Psychology  
Ph.D., University of Nebraska, 1952; Assistant Professor of Psychology.

Roy M. Robbins.....History  
Ph.D., University of Wisconsin, 1929; Professor of American History;  
Director of Division of Graduate Instruction.

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<sup>7</sup> Minutes of the Graduate Council, 1953-1954, Graduate College,  
University of Nebraska at Omaha.

- T. E. Sullenger.....Sociology  
Ph.D., University of Missouri, 1930; Professor and Head, Department  
of Sociology.
- Leslie O. Taylor.....Education  
Ph.D., University of Minnesota, 1932; Associate Professor of Education.
- W. H. Thompson.....Psychology  
Ph.D., Ohio State University, 1930; Professor of Psychology and Head,  
Department of Philosophy and Psychology; Director of Child Study  
Service in cooperation with Omaha Public Schools; Dean of the  
College of Arts and Sciences.
- Claude E. Thompson.....Psychology  
Ph.D., Ohio State University, 1939; Professor of Psychology.
- Sarah Tirrell.....History  
Ph.D., Columbia University; Assistant Professor of History.
- Ralph M. Wardle.....English  
Ph.D., Harvard University, 1940; Professor and Head, Department  
of English.
- George L. Wilber.....Sociology  
Ph.D., University of Nebraska, 1952; Assistant Professor of  
Sociology.

## Exhibit 8

GRADUATE INTERNS (ASSISTANTS)\*  
Appointed

September	Number Appointed	Number of Departments Represented
1957.....	6	5
1958.....	9	5
1959.....	13	9
1960.....	20	11
1961.....	26	10
1962.....	30	11
1963.....	40	12
1964.....	54	15
1965.....	57	13
1966.....	75	15
1967.....	82	15

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\*Graduate Assistants and Interns, Lists from 1954-1970,  
Graduate College, University of Nebraska at Omaha.

## YEARS THAT STIPENDS WERE INCREASED FOR GRADUATE ASSISTANTS

1957-1958	\$1,200.00
1959-1960	\$1,600.00
1966-1967	\$2,000.00